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ABSTRACT

This monograph is based on the premise that counselor effectiveness, even counselor survival, depends upon the counselor's willingness and ability to be an active participant in facilitating change. The authors cite five conditions that must be present for successful change. They are: (1) a need for change must be felt by those who will be involved; (2) several kinds of administrative support are needed; (3) community support is essential; (4) on-going evaluation procedures should be incorporated into the plan; and (5) the persons implementing the change must be supported during the process. A six-stage model for change is presented, with each stage outlined in some detail. Both general and specific tactical advice are offered. The book concludes with an extensive, partially annotated bibliography. (Author/BP)

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ON BECOMING A CHANGE AGENT

by
Garry R. Walz
and
Libby Benjamin

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PREFACE

Change is something we all know about and have experienced. We are all some kind of authority on it. If we are honest, most of us also will acknowledge that we are never quite as effective at implementing change as we would like to be or feel we could be, if only....

This monograph is addressed to those honest people who admit that their efforts at bringing about change are less than spectacular--may be, in fact, rather insignificant. It also is intended to speak to the "if only..." by providing a specific rationale to support counselors as change agents and a model counselors can use to develop a strategy for change agentry.

Basic to the development of our model and our ideas has been the work of several pioneers in the field of change, particularly that of Ronald G. Havelock. We have learned immeasurably from him both in his person and from his writings. If this monograph proves to be of worth to counselors, a great deal of the credit must go to Dr. Havelock and the other researchers for what we have been able to learn from them.

Throughout the monograph we have used the term "counselor" in the generic sense to designate those who are in psychological human services. Most of our examples and illustrations are drawn from education, but the principles apply to all institutional settings.

It is our goal that if you read this monograph, you will never be the same. You will view the change process differently, and you will be more knowledgeable about how to effect change in your environment.

If we are really successful, you will develop renewing capabilities within yourself and continually work toward purposeful change. That is what we are trying to do--to strive for self-renewal and to do what we do ever more effectively. We hope you will join with us in the effort.

G. R. W.

L. B.

ON BECOMING A CHANGE AGENT

by

Garry R. Walz & Libby Benjamin

CHAPTER I. THE COUNSELOR AS CHANGE AGENT

Seldom today is someone referred to as "a counselor." More typically s/he is known by a title such as career counselor, drug counselor, dropout counselor, or financial aids counselor. We have entered the era of the prefix counselor--a person designated to perform a specialized counseling function. This emphasis on labeling counselors according to what they do can be viewed as just another example of the increasing specialization in society. The post-industrial era has spawned armies of specialists--plastic surgeons (a special group in themselves) who deal only with burns, football players who only return kickoffs, contractors who specialize in vacation homes. Perhaps it has also produced counselors who shun the generalist role, adopt the cloak of specialist, and see only those whose needs match their talents and interests. Alas, have we arrived at a time in human service when there is a specialist for every human problem? Specialists may even be determining what our problems are, rather than our problems determining what specialists we need.

Whether we view our present level of specialization as a high degree of human responsiveness or as another sign of the dehumanization and fractionalization of what we call "help to others," one thing is clear: we are increasingly responding to the need for new services and new ways of providing those services by training new personnel. "It is easier to prepare new people than it is to retread people." "Just change the person--don't try to change someone's way of thinking or acting." Planned obsolescence works with people as well as products.

We believe that counselors and student services specialists must be adept at facilitating change within themselves and their working environments if they are to survive as a profession. Vital, not incidental, to their role as helpers is the need for them to assist the organizations of which they are members to innovate, renew, and undertake purposeful, planned change. It is our view that many counselors remain outside of the change effort because they neither perceive themselves as change agents nor have change agent skills. This monograph is designed to assist counselors to redefine their role to include change agentry, and to acquire initial skills in facilitating people/program change.

Rationale for Counselor Change Agentry

In thinking through their roles and functions, it behooves counselors to assign a high priority to their responsibilities for and opportunities to participate in planned change. The following are some of the reasons why we believe the change role for counselors is crucial:

1. Traditionally, the counselor has been considered a dumping ground. Tasks that nobody else wanted to do have been given to the counselor. The key word here is *given*. Lacking a productive, reaching-out approach to developing new programs and acquiring new skills, counselors have in the past played somebody else's ball game. If they continue to act only at the initiative of others, what they do may develop into a composite of residuals--tasks that others cannot do, will not do, or want someone else to do.

Another breed of counselor actively seeks out the present, major needs and interests of clients and makes the program/personal changes necessary to help them. Drug use, career decision making, and mate selection are just a few of the areas in which some counselors have acquired expertise in order to meet new and emerging client needs. To shift priorities and change emphases, however, requires that counselors be prepared and able to change whatever is needed in themselves, in programs, or in the system. To play their own ball game, they need to be change agents and acquire change agent skills.

2. "The client has the problem" is the usual emphasis in counseling. Help is given to a client because s/he asks for it or because of some inferred maladaptive behavior. Recently we have come to realize that the difficulty may very well be not with the client but with the system. We do have sick systems, organizations or groups that impact negatively upon the people within them. So-called maladaptive behavior or client problems may in reality be client strengths--clients are

unwilling to accept what the system is asking of them, and with justification. The counselor with change agent skills is better able to distinguish between the system's and the client's problem because s/he is able to diagnose the system and knows how to work for needed change within it. The counselor who lacks skill in change agentry may be unaware of or ignore cues that the system is ailing because s/he does not know how to deal with system problems. His/her diagnosis of the need/problem will probably identify areas of need in which s/he feels competent, i.e., working with individual client problems. By always regarding client difficulties as problems of the person, the counselor may be ignoring important strengths in clients, and overlooking the need for change in the system.

3. "We need to reorganize!" or, "A complete curriculum overhaul is needed!" is not an uncommon battle cry in systems where people feel they need to do something about how things are going. These outbreaks of dissatisfaction are often ideal times to introduce needed changes into a system. Many people, however (counselors included), view such situations with a jaundiced eye, having lived through many such change efforts where the end result was insignificant and of short duration.

The counselor who can translate dissatisfactions into change opportunities is in an ideal position to be of real help to those whom the system is organized to help. Many complaints about existing methods are motivated by sincere questioning on the part of members of the system as to the significance of what they are doing. Unfortunately, many change efforts focus on the needs of the servers rather than on the services; hence, the reorganization may actually reduce the quality of services provided to the clients. A counselor with a change orientation can help the system understand how it is impacting on clients and help to redesign programs or practices to respond more effectively to client needs. The result will be greater satisfaction for both clients and members of the system.

4. Numerous studies demonstrate that the usual approach to innovation in educational institutions is for the chief administrator to decide upon the change and for information about the change to trickle downward. Such an approach results in unilateral decision-making, with concomitant covert (if not overt) resistance on the part of those who are the objects of the change. At least one reason that administrators use this approach to instituting change is that their experience with other approaches has been chaotic and they lack any viable alternatives.

Counselors should be able to offer alternative ways of accomplishing change. The "top-down" model is essentially bureaucratic and typically minimizes input from those delivering a service as well as those receiving it. Understandably, because input from counselors and counselees is minimal, the top-down approach may give short shrift to guidance and student services. If system changes are going to reflect the needs of the guidance component, it is necessary that counselors see themselves as *having* and *performing* a change agent role.

5. There is one change for which almost all helping professionals

would strive. When asked what would improve their services, counselors invariably express the need for more counselors, more resources, and more support. The "same but more" approach to change is easy to relate to. It requires no shift in goals or attitudes; it emphasizes doing what you are already doing, but with more resources. In a subtle way this may actually be a no-change approach, and may inhibit constructive change by emphasizing continuance of existing practices. It also may be non-constructive and self-defeating for counselors. Like a general who attributes his losses to having too few soldiers, counselors who attribute counseling ineffectiveness to too few counselors come to think of their difficulties as being somebody else's problems.

The change-oriented counselor is likely to view problems from a different perspective. Rather than wait for an educational sugar-daddy to provide the impossible, the Change Agent counselor becomes highly creative in dealing immediately with the possible.

6. Counselors usually have great influence upon those whom they counsel. Greater self-insight, more positive self-concepts, a broader information base, enhanced or new skills, and more positive attitudes are commonly attributed to successful counseling. Less frequently acknowledged is the counselor's impact upon the client as a role model. Particularly as counselors move away from individual counseling models to multiple interventions, they expand their impact on clients and students. The counselor who is identified as involved, proactive, and change-oriented, committed to working toward positive changes in self

and environment models for others ways they can change and create a more desirable environment for themselves.

In summary, we believe that counselor effectiveness, even counselor survival, will depend upon the counselor's willingness and ability to be an active participant in facilitating change.

CHAPTER 2. A MODEL FOR CHANGE

Every person over the span of a lifetime develops some kind of strategy to deal with problems. Every group and every social organization establish, in varying degrees of specificity, some procedures for coping with change. Some take a "do nothing" stance, believing that if they just relax, whatever it is that is causing discomfort or disturbance or furor will go away: "Just give them time, and they'll forget it"; "This is all part of a cycle--it will pass"; "Let's ignore the whole thing." Others act reflexively, without thought of outcomes, responding to immediate pressure: students smoke in the bathrooms--lock the bathrooms; professors strike--fire them; the Board of Trustees says counselors are unnecessary--return them all to teaching. Still others set goals, organize an action plan to achieve the goals, but wind up short of the target, wondering why they have failed.

From the studies of innovations and change, it becomes obvious that one of the major reasons why educational change efforts fail or are disappointing is that those who are trying to implement the change are unfamiliar with the change process. They have not followed a rational model for accomplishing change that takes into account the dynamics of change, the stages through which clients move as they respond to change efforts, and the steps necessary to make change occur. Too often the wrong people are responsible for making the change, they go about it in the wrong way, or they strive for change for the wrong reasons.

Obviously, many factors are involved in the success or failure of an innovation. Research suggests that there are at least five conditions that must be present if attempts at change are to be successful.

1. A need for change must be felt by those who will be involved in the change. They should have a clear conception of what needs to be changed, a vision of what the change will be, a basic understanding of their roles and involvement in the process and how they will have to adapt or change present working modes or attitudes, an idea of how they are to acquire the new skills or competencies occasioned by the change, and the desire for change. Only by experiencing the need for change and by sincerely believing that change will make things better will persons develop the kind of commitment necessary to make the change a reality.

2. Successful change requires administrative support of several kinds. The support must be verbally expressed, in both spoken and written form. The Change Agent (team) must have a clear mandate to proceed that is recognized not only by team members but also by all others who will be involved. Highly important, also, is that provisions be made to support the change effort in the form of materials, equipment, in-service training experiences, allocation of time, and the development of a psychological climate that favors acceptance by students, staff, clients, employees, parents, and/or community.

3. Community support is essential and becomes the third condition

necessary for success. A policy-making board is comprised of community members, and many an innovation has died in infancy because of failure to enlist the backing of that body. Included in the plan for change must be organized procedures to promote awareness and understanding--and even dissatisfaction with the status quo--on the part of the community. On the whole, communities get the kind of education they want through various kinds of pressures; thus, community member support is a vital ingredient in accomplishing change.

4. On-going evaluation procedures should be part of the action plan for change, a means of assessing the effectiveness of the proposed change. Is it working? Are things better because of it? Is there a bottleneck or resistance or dissatisfaction somewhere? If so, what can be done about it? Are there some unanticipated side effects? Are more materials or resources needed? Is the chosen approach leading toward the desired end? Formative evaluation is a method of insuring that continuous monitoring occurs, and is crucial to successful outcomes.

5. Finally, the persons involved in implementing the change will be most needful of support as they carry out the process. All too often, the excitement and interest that occur in the designing and planning stages dwindle in the nitty-gritty of putting the change to work. This is the time when extra attention and encouragement will pay off. Frequent consultation, pep talks, de-bugging meetings, verbal expressions of appreciation and encouragement, and sincere interest in individual progress are vitally important to maintain the initial thrust and keep the process moving smoothly.

Educational institutions will change on a planned systematic basis, or they will change through a series of crash programs designed hurriedly to respond to specific pressures. Many schools have been subjected to limited interventions of the latter variety with little or no thought as to the overall design. This kind of change effort is rarely successful or lasting and has contributed to the notion that educational theory and practice are cyclical--if you just "stay loose," the commotion will die down. However, significant changes in educational programs, in facilitating the learning process, and in teaching methodologies have occurred, can occur, and do occur. How to make them occur is the focus of this portion of this monograph.

Much has been written about the processes through which an individual goes as s/he adopts an innovation--steps ranging from awareness to adoption and integration. Unlike the individual, however, school and college personnel work in a system of highly interrelated components wherein a change in one of the components can have far-reaching impact on several or all of the others. While important concepts emerging from the change behavior of individuals undoubtedly can be applied to organizations, the change problem confronting educational institutions is far more complex and requires a rational, highly systematic approach.

In the next pages we present a rational model for the would-be Change Agent to follow, which we believe will enhance his/her chances of success in effecting change. The model is presented in six stages from the perspective of the Change Agent--the person who advocates change and gets it started in a school system.

The model presupposes that a need for change has surfaced; that there is a feeling of inefficiency or deficiency, a complaint, some feeling of frustration, a desire for something new; that something is not right with the present situation and a change is necessary. In actuality, individuals settle into routines and become comfortable with the status quo, and only if there is some force for change do they feel a need to look for an innovation to satisfy that need. More often, becoming aware of an innovation helps individuals to see a need for change. People do not enjoy being "force-fed" innovations; knowing that something is new can threaten them or make them uncomfortable. A better approach is to foster awareness through opportunities to attend professional meetings, read professional literature, listen to and talk with people from other areas. Maximizing opportunities to communicate with others heightens awareness, has the capacity to create dissatisfaction with what is, and thus provides the impetus for change.

Our model takes off from this point. We have condensed and adapted concepts from several sources into a succinct, step-by-step approach which we believe can be a useful guide to those who would be innovators in counseling and student services. The various stages of the model are functions within the change process which the Change Agent should be aware of and give attention to. They are basically sequential, although overlap will and does occur. The time required by each stage will differ, depending upon factors unique to each situation, including among others the position of the Change Agent (internal or external to the system), the readiness of the clients for change, the resources available, and the level of support for the change effort.

The following is a list of the stages in the model:

I. Building Interactive Relationships

II. Assessing

III. Generating Options

IV. Deciding

V. Facilitating Adoption and Implementation

VI. Refining and Renewing

I. BUILDING INTERACTIVE RELATIONSHIPS.

The first task of the Change Agent is to establish a good working relationship with the people (system) s/he is trying to help. Efforts to change or innovate will almost always encounter obstacles or resistance, and a strong, open relationship has the potential for overcoming even the most formidable blocks. On the other hand, the simplest kind of change attempt can founder if the relationship is poor. A creative, interactive relationship based on mutual respect, open communication, and trust is key to successful change.

A. Consider first who it is you are trying to help. In working with a client system, Change Agents need to be very clear about and establish solid relationships with the *authority figures*, the decision-makers. Depending on the type of change, these may be such persons as directors, presidents, principals, superintendents, board members, or community leaders.

Besides those with recognized titles of authority, most systems have *informal leaders,* persons who may or may not be titled but who have a great deal of influence on others because of any number of factors. These persons can be called "opinion leaders" and are usually highly respected by their colleagues, often setting the tone for response by others to happenings within the work setting.

Then there are *persons with vested interests.* They may be for or against the change. Although these special interest groups may support the change because it favors them or rally support against the change because it is not to their advantage, it will be important to identify them and work to cement relationships with key individuals. Even when the change is inimical to the goals of such groups, an open and communicative relationship can do much to lessen resistance and clear the way for negotiation or compromise.

One more group important to identify will be the people who occupy strategic positions within the path of information flow. These are called *gatekeepers.* Typically, the boss' secretary would be a person to have on your side. How many messages or documents or requests for an audience receive special attention or are buried in the pile because of the relationship the informant has with the secretary? Gatekeepers can also be personnel directors, academic deans, counselors, or assistants to this or that; they may not hold direct power or influence, but they control the channels through which information must travel.

Once the "influentials" have been identified, the Change Agent will need to choose those persons with whom s/he wishes to work--the "change team." Establishing a compatible team is crucial to success, and team members should be chosen with care. With the best intentions, it sometimes happens that a relationship is not good, that somehow an incompatibility exists between the Change Agent and another person or group. This phenomenon is not unusual and should be recognized, for if the Change Agent does not have an effective productive working relationship with all members of the change team, the project will be in trouble from the outset.

If the change involves parents (and most changes in school systems will, at least tangentially) or other persons in the community (school board or negotiation team members, various pressure groups), then the Change Agent should try to develop a positive relationship with key persons in these groups. It will be important to learn whether the community leadership is fractionated or cohesive, harmonious or conflict-ridden; whether the community is traditionally conservative and complacent or responsive to things new and different; what the accepted ways are of approaching the leaders--whether it may be necessary to obtain support of those in power through an intermediary rather than directly.

B. Examine the relationships you have now with your prospective team members. If you are an "outside" Change Agent, one coming into the situation as a hired consultant, for example, chances are good that you will begin with a clean slate with all of the significant figures. Even before you arrive on the scene, however, resistance may have been building, and you may have to be a real P.R. person to overcome it and win persons to your point of view. Starting out fresh, while it appears easy, can be exceedingly difficult because of the necessity of being extremely sensitive to the multiplicity of relationships already in operation. All the time you are observing and noting and cataloging factors which will be of critical importance to your task, you will need to convey a sense of calm and confidence and an image of capability and strength. It will be crucial to delay commitments and liaisons until you have totally "psyched out" the situation.

If you are working to effect change from within the system, either from an authoritative stance (above) or as a person with little power and big ideas (below), you undoubtedly have ongoing relationships with some important persons. It will be well to examine these relationships and strive to enhance them or place them on a more solid footing. A special problem occurs when you as the Change Agent, moving out of a position carrying clear identification and responsibility, take on a new assignment or assume a new role that includes a thrust for change. Becoming accepted in the new role requires special tact and delicacy and sensitivity to others. Changing from a peer to a person of authority does not always carry the trappings of authority, and it will take time and skill to redefine the relationship Part of the successful transition will depend upon acceptance by others of the new role, and part will depend upon how comfortable you are in assuming this new position. Your colleagues may "test" you, even subconsciously, to perform as you did before, and a large part of your success will depend upon your ability to resist tactfully and establish new expectations for your behavior.

C. Work toward an ideal relationship. Is there such a thing? We cannot offer a complete prescription because no relationship is exactly like any other, but research has shown that creative, positive relationships do have several characteristics in common.

1. Openness. Openness to new ideas, eagerness to seek out new ideas, willingness to share thoughts and feelings with another, willingness to accept the thoughts and feelings of another, openness to giving authentic feedback to others and accepting it from them, frank discussions of differences, willingness to deal openly with conflict, appreciation of different work styles, and avoidance of hidden motives or a "hidden agenda." Openness is probably the cornerstone of the ideal relationship. In an open relationship people communicate freely, know that their communications are valued, listen to one another, and do not hold back their own attitudes, feelings, opinions, and ideas.

2. Trust. A feeling that others are trustworthy and responsible, a sense that others trust you, honest communication, knowledge that confidentiality is respected, reliance on others, dependability within yourself. If you are to work effectively with others, a sense of trust is fundamental to the relationship.

3. Two-way communication. Free give and take, sharing of information. Information commonly offered only by one party fosters dependency; it inhibits creativity, a real sense of involvement, and,

eventually, true commitment to the task at hand.

4. Realistic expectations. Genuine communication regarding capabilities within oneself; realistic expectations about the goals of the project, the capacities of the team members, the benefits that will accrue as a result of the change effort. Unrealistic expectations reap disappointment, disillusionment, and discouragement; it is crucial to set goals that are attainable in view of the available material and human resources.

5. Reward. Knowledge that the relationship is leading to some kind of meaningful reward for effort expended--reward for individuals, for students, for employees, for the guidance program, for the institution. The client must feel that the Change Agent can improve the situation, and have a sense of optimism that the change will be beneficial and worthwhile. If the Change Agent can offer even the smallest bit of evidence that the change has worked elsewhere to advantage and thus can work here, the client's faith in the relationship will be strengthened.

6. Structure. Clearly defined role definitions, tasks and responsibilities, payment schedules, working procedures, timelines, and expected outcomes. Sometimes a contract may be necessary if the Change Agent foresees some problems or doubts the commitment of the client leadership. More often the structure is less formal and understood only verbally or tacitly. Structure there must be, however--formal or informal, rigid or flexible--if the relationship is to be successful.

7. Equal power. Equal influence, equal impact on the change

process. Where power is unequal, one person can force the other to comply, and the compliance may be misinterpreted as commitment. Where power is equal, no party can force any other to do anything, and the power factor does not play a part in the change.

8. Minimum threat. A sense that the status quo will not be disturbed too much, that not too much time or energy will be required, that familiar operating modes will not be totally abandoned, that upheaval will not occur. The use of temporary systems (pilot programs, model schools, summer workshops) reduces the threat to the system and to the individuals within it. Systems are slow to change, and any suggestion for change poses a threat. Recognizing this, the Change Agent should do everything possible to reduce uncertainty and apprehension, and work to engender a sense of excitement and confidence in the change effort.

9. Involvement. Collaborative decision-making, inclusion of persons with varying perspectives, involvement in the planning and design rather than just the doing, keeping everyone informed of project activities and progress. Often experimental work or efforts toward change are done quietly, in the hope that possible criticism can be allayed until results are in or that low-profile activities will cause less disturbance. What happens, however, is exactly the opposite of the intent: people hear rumors or acquire bits and pieces of information and become even more concerned or critical. Ideally, the whole organization should be involved in the search for new ways of doing things. There will be varying degrees of involvement, but it is

critical that people be kept informed of why the change is there, what the Change Agent is doing, and how the change will impact on them.

Surely, these nine characteristics do not describe the ideal Change Agent relationship en toto, but they are a beginning. From them the Change Agent can make some judgment about his/her relationships--identify the strengths and seek to improve areas of weakness.

II. ASSESSING.

Assessing is a systematic attempt to diagnose the situation. Although we are focusing on the process of change, there is clear need to specify what needs to be or should be changed. If you are from outside the system, you have probably been brought in to deal with a fairly specific problem; if you are within the system, you probably have some notion of where change is needed and you may be approaching it as a catalyst or as the person responsible for bringing it about.

A. Identify the problem. Often what appears to be the problem is merely the "presenting problem," and Change Agents should be extremely cautious of responding to the obvious. Problems have several layers, and the wise Change Agent will certainly listen to the client's definition of the problem as s/he sees it but will want to investigate much further before taking any action. You should therefore seek information from a number of people with different perspectives on the situation. From your interviews you will pick up clues that will help you view the system from several vantage points, identify points of conflict or strife or blockage, and determine attitudes of system personnel.

In addition, you will want to note any other symptoms suggesting that the client system is not functioning as it should. Is there high teacher turn-over? Racial conflict? A high drop-out rate? Excessive absenteeism? Dissatisfaction with the leadership? A poor relationship between counselors and professors? Inadequate clerical help?

As a Change Agent you will want to analyze causes as carefully as possible so that you do not divert your change efforts toward a result that is less than adequate. Sometimes working at the most superficial level will do the job, and probing for deeper causes will simply delay constructive activity. More often, however, an analysis of underlying causes will reveal problems that must be addressed if the change is to be successful and lasting. Regardless of the outcome of the analysis, you and the client should agree on what the problem is and what needs to be changed.

3. Identify the strengths. As you begin to identify problem areas, you will also become aware of sources of strength in individuals and in components of the system, sources with great potential for change. These will help to balance the assessment and make for a clearer overall diagnostic picture. Once the assessment is completed, they will also provide a good starting point at which to begin the change process.

Focusing on weaknesses if psychologically unsound and is apt to engender defensiveness; focusing on strengths fosters hope and optimism. It shows the client that s/he can begin the change effort by using abilities and skills s/he already possesses and by building on areas of greatest potential.

C. View the client as a totality. None of us operates in a vacuum, and this is particularly true in organizations. Most people in schools, for example, are trying to work together to achieve some common goals. How to reach those goals may be at issue, but members of a client system can usually arrive at a consensus as to what the major goals are. A very useful step in the assessment process is for the Change Agent not only to interview system personnel individually but also to sit down with them as a group and help them to think clearly and analytically about their goals and the means to achieve them. One can hardly change even a small cog in the great organizational wheel without causing repercussions throughout the operation. Schools and universities consist of interrelated and interdependent parts, and the Change Agent must be extremely sensitive to the internal workings of the system and the dynamic interaction of its components.

D. Prepare a diagnostic inventory. Once you have done the spadework of identifying the problems and strengths and have a clear idea of the unique internal dynamics of your particular situation, you will need to document your findings in structured format. This activity will insure that you do not forget something crucial to your effort, and will help you design a specific, workable strategy that will take into account what you discovered in your assessment procedure. In designing your inventory it will be helpful to generate some questions which define major areas of inquiry with a list of more specific questions in each area that should also be answered. Although the questions will differ for each situation, there are some general areas which will be common to all.

1. What are the goals of the system? Does everyone understand them? Have the goals been discussed by the leaders and members? Are the goals realistic--can they be achieved? Are they broad enough, far-reaching, full of vision that stimulates and motivates? Are they specific? Are they flexible and adaptable to changing conditions? Is there some means of measuring progress and attainment? Is everyone committed to working toward them?

2. Is there an organized structure for working toward these goals? Are role and job definitions clear? Is there a balance in the division of labor? Are channels of communication established, and used? Are the various elements coordinated? Is everyone clear about what s/he is supposed to be doing? Is provision made for involvement of everyone in planning as well as doing? Is some element missing? Is there overlap? Is the structure flexible? Do people cooperate, share, help each other? What unique factors impact on the structure in this particular situation?

3. Are necessary resources available? Does the system have the facilities, staff, time, materials, money to do what is required? Do the people possess the skills needed? Is provision made for in-service training for the staff to update or acquire new skills? Are materials accessible and usable by staff?

4. What is the reward structure? Is everyone rewarded in some way for contributions to the change effort--students, teachers, guidance personnel, administrators? Are the rewards meaningful to those for whom they are designed? Do they come soon enough to maintain motivation? Can they be counted on? Are they appropriate--do they mesh with the system's goals?

5. How about communication? Do significant blocks exist between people, among groups, between buildings? Are there some long-standing grievances that need to be dealt with before communication can flow freely? Is there an organized plan for sharing information--bulletins, staff meetings, a regular method of copying people with ongoing correspondence or decisions? Is there an atmosphere of openness, trust, reliance on one another? Do members of the system express their ideas and feelings freely, without fear of threat or retaliation? Are they free to disagree? Do individuals cooperate with each other and share information? Are individuals receptive to new ideas--from their peers, from outside the system?

Although these questions do not represent all of the major areas you will want to consider in making your assessment, they provide a good start. You may find it helpful to set forth strengths and weaknesses in each area as you work through the assessment process. In this way the "problems" will begin to emerge from the diagnostic map in bold relief, helping you to clarify the paths the change effort must take and to determine priorities for your change efforts. Farther along in the process, this initial inventory will become a yardstick against which you and the client can measure progress.

Another point should be remembered as you develop your assessment inventory. You need to involve as many people as possible in the diagnostic process. Descending upon a system with cut-and-dried "answers" or a finished document that necessarily points up weaknesses or inadequacies can only arouse defensiveness and hostility, or the feeling (if there is the slightest disagreement) that you don't know what you're talking about. A rather simple way to avoid this outcome is to gather input from system members every step of the way and work to draw out generalizations or conclusions from members themselves. Individuals will then have a feeling of ownership in the system analysis, and thus be better prepared to define and prioritize goals and feel commitment toward achieving them.

Finally, when you and the client are ready to discuss the inventory, you will want to approach the issues constructively, stressing the benefits of change rather than the bleakness or problematic nature of the present situation. Sugar-coating difficulties is unnecessary and non-constructive; accentuating the positive and promoting a sense of optimism is healthy and furthers the cause for change. You will also want to avoid dealing in broad generalities and, instead, concentrate on specific areas in which a change will be productive. You and your client will work together at this point to develop a goal statement and outline specific objectives toward which to direct your efforts.

The end result of your assessment inventory will be knowledge of the strengths and weaknesses in the people and components in the system; a bank of the system's resources--person capabilities, materials, equipment, facilities; a clarification of problem areas, a ranking of those areas in order of priority, and team-developed decisions as to which areas attention will be given; and a clear, concise statement of goals and objectives toward which your Change Agent team will work. Many a change effort has failed because its focus was unclear or because it attempted too much. Understanding clearly the nature of the task and what the expected outcomes are provides security and structure, and keeps the change effort on target. Specific solutions or strategies are not part of this stage--the goals of the assessment process are to provide a clear understanding of what is and where change is needed, and to define clearly the goals and objectives for the change effort.

III. GENERATING OPTIONS

Your assessment is now complete. You have identified areas where change will bring improvement and have developed goals and objectives for your project. You will need to think now about how to achieve them. Moving toward solutions, making changes in the organization, the people, the curriculum, or instructional methods can be accomplished in a variety of ways.

A. Brainstorming. Brainstorming is a specific technique for generating ideas and freeing up thinking, and is a highly effective way to begin the process of generating options. The creativity of the change team comes into play at this stage. The focus here is not on a solution but on the widest number of possible solutions. Observing several guidelines will make the process smoother and offer more chance of getting the desired results.

1. Equip the team with background information before starting the session. Restate the focus of the brainstorming, inform them of what other institutions have done in response to similar problems, provide them with data relevant to the issue, try to see that they start from the same knowledge base.

2. Stimulate thinking with a future-imaging warm-up. Have the team members image what the school (or situation) would be like if they had their 'druthers. What would be the finest possible outcome? Or, what kind of school do they foresee 10 years from now? What would they do if money were no object? Try to help them escape present constraints and realities. The more imaginative and creative you can be, the more the brainstorming will produce.

3. Be sure everyone knows the ground rules. Any idea goes. Each person deserves the chance to be heard. No criticism of an idea is allowed. If one wishes to comment on the ideas of another, the comment will take the form of piggy-backing--adding to or offering a variation on the original speaker's theme. Positive thinking prevails! The session itself should be not only productive but fun.

4. Record the ideas presented. The product of the session will be a list of the ideas generated by the team members which will give value to the exercise and provide a link to the overall change

effort.

The brainstorming session serves not only to stimulate thinking but to foster attitudes of excitement, interest, involvement, and motivation on the part of the participants. Working together also furthers the process of helping the group become cohesive--a condition which binds the group together and helps them tackle future difficulties in a spirit of shared confidence. Envisioning what might be puts the emphasis on the positive, broadens the perspective of the change team, and develops a sense of optimism for the tasks ahead.

B. Acquiring resources. The change agent team will have a clear notion from the assessment inventory of the resources already available in the system--skills, talents, capabilities, numbers of people; facilities and equipment; materials of various kinds. As they move ahead with their tasks, however, they will find that they need additional books, reading materials, facts, ideas, knowledge of other programs, special equipment, information about what outside resources are available, knowledge of what is new on the market, samples of various products. In addition, they will need evaluative data on specific programs in which they are interested. How was the program piloted? How many and what kind of students were involved? Who did it? How did it work? What evidence is there to show that it was successful? What were some of the problems encountered? How about costs for start-up and maintenance?

Awareness is the key to successful acquisition. If you are a skilled professional, you are undoubtedly already aware of resources in your field, especially if you practice the process of renewing and updating your knowledge and skills. If you are new to the field or have not "kept up" with new developments, you will need to supplement and augment your store of knowledge. The Change Agent cannot possibly know about all of the tremendous number of materials available for use, but s/he can rapidly become more knowledgeable. There are several ways to do this.

1. Read newsletters. Either subscribe to them or find out who does, and scan them for information on what is new, what has been developed, what is envisioned for future development. A ready source of several good newsletters of general educational interest may be found in the Appendix of Havelock's volume on change (Havelock, Ronald G. A Guide to Innovation in Education. Ann Arbor, MI: Institute for Social Research, The University of Michigan, 1970).

2. Read educational journals. Almost all libraries, particularly those associated with universities or colleges, subscribe to many journals which contain the kind of information you seek. They describe such things as new developments in educational practices and programs, new administrative tactics, curriculum innovations, research findings, new roles for helping professionals, effectiveness of leadership styles, and evaluations of ongoing programs; they also provide lists of additional resources.

3. Search ERIC and other national data bases. The Educational Resources Information Center is a national network of 16

clearinghouses, each specializing in a particular field of education. ERIC's purpose is to acquire and store high quality documents for ready retrieval either by computer or manual searching. Consisting of a data base of over 120,000 documents at the date of this writing, ERIC represents a veritable treasury of information for users. Of most interest to helping professionals will be the documents put into the system by ERIC/CAPS (Counseling and Personnel Services at The University of Michigan) and ERIC/CE (Career Education at The Ohio State University). ERIC collections contain documents from all of the Clearinghouses and are found in most libraries and educational centers; computer terminals for searching the data base are spread across the nation. A quick scan of ERIC's monthly indexes can keep readers abreast and ahead of what's happening in education.

4. Enlarge your personal experience. Attend conventions, visit other areas, meet people of widely varying experience and background, make phone calls, serve on regional, state or national committees, attend lectures, consult with many others, observe, ask questions, *listen*.

It is not necessary for the Change Agent to understand details or have technical knowledge of the various resources; rather, s/he should become a "knowledge broker," a linking agent to the outside resources, a storehouse of information about the resource universe to whom others can turn.

C. *Consulting with experienced users*. While written reports or descriptions can be extremely valuable in alerting you to programs or practices that suit your needs, they do not provide the flavor of first-hand information. Often they are written by designers or promoters of the programs and therefore may be biased positively toward outcomes. As you pursue your research, you will find that others have tried to respond to situations similar to yours and you will discover ideas and practices with potential for use. At this point it will be wise to make some telephone calls or personal visits to the persons using the innovations. From the users you can get "gut-level" reactions as to how the program works, how students respond, problems in implementation, unforeseen side effects, responses of other staff and faculty, and evaluation procedures. Much of what you learn will depend on the questions you ask, and you will want to be well prepared for the interviews.

As you consult with users, you will need to be as objective as possible and "consider the source," so to speak. Your informant may be enthusiastic about or negative toward the innovation because of his/her own personal bias, and you will need to listen with your "third ear" while you are gathering information so as to separate fact from fantasy. It will be important also to consult with as many persons as possible who are involved in the innovation. The facilitators or implementers of a program are only one source, and you will need to broaden your perspective by gathering responses from administrators, staff, students, or any others affected by the new program. If in this process you are fortunate enough to locate an articulate, informed person with broad experience, you may want to consider him/her as a consultant to your own efforts, or as a spokesperson who can help in the eventual adoption process.

Remembering that you are trying to generate options, you should repeat this procedure as many times as there are programs of interest to you. In this stage of the change process you are reaching out, extending your vision, broadening your knowledge base, expanding the options available to you.

D. Observing the innovation in action. If you discover a practice or approach that seems particularly suited to your needs, you should try to see it "live." Visit the school, the community college, or the university; spend some time watching the program in action; see what materials are necessary and how they are being used; note any special techniques or skills required by the facilitators; observe the reactions of all concerned. Determine for yourself how the program is working, assess the benefits accruing from its use, mentally transport the program into your own setting. Are there some basic differences between the model setting and your own that would make the program unfeasible--differences in type of student, quality of staff, available resources, facilities, board policy? Or does your setting have distinct advantages that could enhance the program and make it even more effective? Reading about a program and talking with users, while essential as preliminary steps, cannot compare with on-site observation by the Change Agent. This direct experience will also stand the Change

Agent in good stead when s/he begins the stage of winning persons over to the idea of trying out the innovation.

Sometimes it will be impractical to make an on-site visit, but there may be printed or packaged materials that the Change Agent can borrow or buy that will provide a clearer impression of the innovation. If this is the case, the Change Agent should make every effort to obtain them.

E. Obtaining evaluative data. If you and the others whose help you have enlisted become really excited about a program or specific materials, you should next try to obtain evaluative data to lend scientific backing to your impressions. The data can be in the form of pre-post test results, research reports, tabulations of questionnaires, or even subjective written responses from the clients. The findings may or may not confirm your own beliefs about the program. You may find out that the promoters claim too much and decide to abandon the innovation. Or, the data may make you feel even more encouraged about using it.

These data sometimes accompany printed or packaged materials, which will make your task easier. More often, however, institutions possess data that have not yet been analyzed, especially if the program is new, and the Change Agent will be forced to delay commitment until results are in.

One caution is in order here: if the findings are too technical or the language too scientific for easy interpretation, you will want to translate the results into a form that laypersons can understand. Rather than cite levels of significance or present tables of statistics, how much more effective it is to talk about people and behavioral outcomes. The statistics will be there to support your statements and be available for examination; but if you take a "people" approach, your communication will be livelier and far more interesting. If hard data are not readily available, give strong consideration to the idea of bringing in knowledgeable, experienced people to discuss and answer questions about the innovation.

We cannot emphasize too strongly how important this step is in the development of support for your cause. Hours of rhetoric pale beside hard evidence that the program "works," that clients are different in some positive way because of it.

F. Trying out the innovation. If the evaluation data you have collected support your enthusiasm for a number of innovations, you should try them out in a very small way. You are still generating options and have not made a commitment to any one strategy or course of action as yet. What appears to have worked well elsewhere may not be appropriate for you, or may need significant adaptation before you can use it in your particular situation. Take the time to assemble a small number of typical clients to test out the innovation; it is a task that will pay dividends in the long run.

When you ask for materials for the try-out, be sure to obtain information about costs, copyright, training programs for facilitators, specific limitations or requirements for use, quality, reliability, leader's guides, necessary reporting procedures, supplementary resources, and need for return of materials. Much of this information may not be available, but the more you can learn about the program, the better will be your understanding of its most effective use.

Client reaction can be a real plus (or minus) in your adoption decision. Negative response will cause you to rethink seriously about commitment to the innovation; positive reaction spreads rapidly, "turns on" others to wanting to participate in the program, and does much to promote a supportive climate for the change effort. Needless to say, limited, rather than full-scale, pilot testing, if necessary, is much simpler and far less costly.

The Change Agent team will have to decide how much money, time, and energy they wish to devote to developing alternative courses of action to respond to their particular problem. Too many options will consume a great deal of time and may inundate the team, making the task of deciding more difficult. Too few will restrict the avenues of change, limit the choices available, stifle creativity, and create a forced-choice situation.

The team must balance the importance of the change effort and the eventual goals of the project with their investment in it. Redesign of the registration process in a secondary school will involve less time and effort than will infusion into the curriculum of career guidance concepts for students from grades K-12. In both cases generating options for change is vital, but the number and complexity of the options will differ markedly.

IV. DECIDING

The preceding steps in our change model set the stage for what is probably the most important task of all: deciding upon a solution. Good working relationships have been established with individuals in the system, the problem and available resources have been clearly defined through the assessment procedures, relevant programs or materials have been identified, and limited feasibility testing has taken place. It is wise at this point to step back and re-examine the purpose and objectives of the change effort. What is it that you really want to accomplish? What specific outcomes do you expect through change?

A. The weighing process. Deciding means relating the possible solution to the goals of the project, judging whether the innovation will produce what it purports to produce. Deciding means comparing one alternative with another, weighing costs, accessibility of materials, benefits to the client system, possible negative side effects, amount of staff development training required, compatibility with the system, ease of infusion into ongoing activities. Deciding means taking into account the opinions and recommendations of the large number of people you have involved in the process so far. Deciding means carefully examining the potential rewards of the change--

to persons, to the program, to the institution, to the system. Deciding also means making a commitment.

B. Establishing criteria. A particularly helpful way to make a final decision is for the change agent team to develop a list of criteria to be applied to each of the options that are under consideration. The criteria will consist of items like the ones mentioned in the previous paragraph, plus others unique to the client system, and will make comparison of the several possible solutions easier. You can even develop a matrix that will give visual impact to the selection process.

C. Adapting the innovation. Even as methodical a procedure as this, however, does not always result in easy identification of the best solution. Because no innovation will meet all of your criteria, you need to review the ones that seemingly have the greatest potential for adaptation to your needs. Once you start this narrowing and refining process, you are beginning to zero in on the innovation just right for you.

The number of fully developed and pretested innovations available to educators is increasing all the time. Chances are that if you have done your homework well in identifying and testing out existing resources, you will be able to benefit from the R and D attempts of others and avoid duplicating their efforts. Most schools, colleges, agencies, or communities, however, have unique features that make it difficult or impossible to utilize an existing program "as is."

Almost always some modification or change is necessary. How much modification will be an important consideration in the decision to adopt. Few organizations have the time, staff, or money to reshape entirely a program or practice. It must also be remembered that a redesigned program becomes new and experimental and without validation. Therefore, the less adaptation necessary, the better off you will be--both from the standpoint of supportive evidence and of being able to move ahead with the adoption process.

D. Rallying the team. Deciding on a solution is a shared responsibility, and the decision must be one to which the entire change agent team is dedicated. Even with the most artful and diplomatic handling of the decision-making process, team members will still evince varying levels of support and commitment. The Change Agent must be sensitive to the attitudes and feelings of the team and work to make the experience rewarding for every member. Working for change is difficult enough without squabbling and dissension among the major proponents of the change. Some dissatisfactions will occur; some trade-offs or compromises will be necessary. The Change Agent must call upon his/her utmost skill in human relations to bind the members into a cooperative working team. Without a cohesive unit to back it, the change effort is doomed from the outset. The support of every team member is crucial, both in attitude and action. If the Change Agent can rally the team behind the selected innovation, keep communication flowing between and among the members, deal openly and constructively with conflicts that may arise, and maintain a sense of optimism about the project, s/he will have accomplished one of the most difficult and critical tasks in the change effort and will be off to a splendid start.

V. FACILITATING ADOPTION AND IMPLEMENTATION

> In addition to providing for innovators and creating the conditions under which innovation thrives, we must also take care of the needs of the "acceptors"--the majority of educators, those who must learn to accept and use the new resources. We must not be content with lamenting the fact that most people are heel-dragging resistors to change, suspicious of the new, and not very much interested in creating new things.[1]

In association with your team and with selected members of the client system you have decided on a potential innovative solution. Deciding, as the concluding step of the preparatory stages of change, represents the culmination of extensive concerted efforts, and you deserve much credit for having progressed this far. You now have laid the groundwork for actually putting the change to work, but the real test is yet to come. In this stage of the change process you will find out whether your solution is indeed workable and acceptable by all members of the client system.

A. Individuals and innovations. Researchers have learned that individuals go through a very complex process in making a decision to adopt an innovation. They have identified six phases in this process: awareness, interest, evaluation, trial, adoption, and integration. Because these phases have been described extensively elsewhere in the literature on change, we will outline them only briefly here. With each of the phases we suggest behaviors on the part of the Change Agent that will help potential adopters move through the process.

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[1] John G. Caffrey, "The Innovational Matrix" (Paper presented at the Institute for Government and Public Affairs Conference on Educational Innovations, UCLA, Lake Arrowhead Center, December 17-29, 1965), p. 14.

1. *Awareness.* Exposure to an innovation, passive interest, easy forgetting, questionable motivation to seek further information.

   Change Agent behaviors: Focus on exposure, arousal of curiosity; brevity, interest, clear identification, positive image of innovation, excitement, some reward for adoption.

2. *Interest.* Open mind, active information-seeking, formation of positive or negative attitudes or feelings.

   Change Agent behaviors: Encouragement, provision of more information, promotion of open discussion, responding to doubts or questions.

3. *Evaluation.* Mental trial of the innovation, decision on whether it's worth the effort to proceed.

   Change Agent behaviors: Provision of evaluative data, encouragement of mental tryout, imaging innovation in adopter's work setting.

4. *Trial.* Tentative use of the innovation, readiness to abandon it if it is not useful or pleasant.

Change Agent behaviors: Support and encouragement, help to user in evaluating experience, further demonstration.

5. *Adoption.* Weighing of results of trial, decision to adopt or reject.

Change Agent behaviors: Further help to adopter in the event of difficulties, further training, additional support and encouragement, sharing in experiences of adopter, help in adjusting to new situation.

6. *Integration.* Routine use of innovation, acceptance into normal pattern of activities or behaviors.

Change Agent behaviors: Nurture of integration process by frequent checks, special meetings, reminders in newsletters or faculty bulletins, some system of ongoing rewards, follow-up activities.

The Change Agent must be aware of the orderly progression of these six phases and realize that individuals differ in the speed with which they will move through them. Some of the members of the organization will have been involved in the preliminary planning stages and have helped make the decision; they will be ready to adopt. Others will be mentally evaluating the innovation. Still others may not even be aware of it. Hurrying through the process because of a tight schedule will not give people the time they need to think things through clearly. Skipping steps or changing the order of steps plunges people into a new phase without the necessary preparation. Inadequate time to work through the adoption phases may cause potential adopters to reject the new idea.

Although we have stressed encouragement and support in every phase as ideal Change Agent behaviors, we would caution the Change Agent to be sensitive to the possibility of pushing too hard. Once the client has become interested, it may be time to pull back and let the client come to you. High pressure tactics are not in order--if the adoption is to become integrated into the client system, the adopters must have time to understand it fully, try it out, and become convinced of its worth. Once the trial phase has been reached, however, the Change Agent should be prepared to offer extra support. Abandoning the security of accustomed ways of doing things can cause fear of failure and heighten resistance. Until the users feel some familiarity with the innovation and have experienced success in the trial, they may decide it's not worth the effort and continue with or rapidly revert to former behaviors.

One final note: the Change Agent should encourage individuals to air their suspicions or doubts about the innovation. It is crucial to get these out in the open and deal with them. Trying to cover up possible negative aspects of the innovation or ignoring rumbles of dissent breeds resistance and possible sabotage of the change effort.

B. Groups and innovations. Individuals operate not only as individuals but also as members of a social system. The overall orientation of the system toward new ideas will critically affect the response of members. In addition, interrelationships within the social network have tremendous impact on the readiness of members to accept new ideas. It is essential that the Change Agent possess knowledge about how groups accept innovations if s/he is going to be successful at gaining adoption.

Three kinds of people play significant roles in generating group acceptance: innovators, resisters, and leaders. Because characteristics of these three types of people have been studied extensively by social scientists, we know something about who they are and how they impact on the change process.

1. Innovators. Intelligent, risk-taking, outspoken, outgoing, quickly responsive to new ideas, knowledgeable from extensive reading and travel, easily influenced, daring, questioning, perhaps impulsive, vocal, usually without too much influence, perhaps considered "different" by their peers, not deeply tied into the social system.

Innovators can be very helpful to the Change Agent in diffusing awareness of the innovation throughout the system. They can also be a liability if they have given enthusiastic support to too many lost causes or are not highly respected by their peers. Members of the innovator group should be cautiously recruited by the Change Agent, as they can do much to publicize the new idea and get people talking about it. It will be helpful to try to get selected innovators to experiment with the innovation, become familiar with how it works, and demonstrate it to others.

2. Resisters. Logical, thoughtful, critical, sound-thinking, conservative, protective of the system and standards, examining, deliberate, negative toward change.

Although resisters can slow down progress or prevent change from occurring (or occurring too rapidly), they also play a very useful role in society. They preserve the social order and act as a balance to those who act impulsively or are enamored of change for change's sake. It will be wise for the Change Agent to identify the resisters as quickly as possible (they may have already come to light in the Assessing stage) and find out the reasons for their resistance. You need to reach them before they become vocal and rally support against your cause. Once you have identified their objections, you can take a proactive, preventative stance: provide more information or data, be ready with sound answers to legitimate concerns, bring in an experienced user consultant to respond to questions, make it possible for them to see the innovation at work (and successfully at work!), use a realistic, scientific approach to the issues they raise.

3. Leaders. Influential, esteemed by peers and others, powerful, usually wealthy, cautious, reserved in judgment, canny, deliberate, sensitive to the right time to support the innovation--when the idea has become popular and leadership is not only warranted but is of critical strategic importance.

You have already inventoried the leadership through the assessment procedure: the formal leaders, the informal leaders, the gatekeepers. These persons are critical to the success of your change effort. As acceptance of the new idea gains momentum, support by these leaders can help to overcome the strongest resistance and lead the way to acceptance by the rest of the system. You should try to get these "influentials" to make public their commitment to the innovation, and try also to include them in leadership positions on various committees. Allow them to observe demonstrations by the innovators and become more familiar with the details of the innovation. Acquaint them with the concerns of the resisters and with your methods of dealing with the concerns. The more informed the leaders are, the more prepared they will be to espouse your cause and counter the questions or doubts of those who are still undecided.

Keep in mind that groups are made up of individuals and that, as individuals, they are at different stages in the adoption process. Be prepared to provide them with the support or information they need at critical decision points.

C. Client systems and innovations. Certain characteristics of the structure and persons in an organization influence the acceptance of an innovation.

1. Group cohesiveness. Cohesiveness in the group increases the intensity of resistance as well as the probability of adoption. The Change Agent should try to reach the informal leaders of these groups, for by winning their acceptance the whole group will likely follow along. Groups tend to be more conservative than individuals, however; when group cohesiveness is strong, the willingness to change will usually be less.

2. Background similarity. If the advocates of change possess backgrounds similar to those of the client system, the proba-

bility of adoption increases. In addition, if the behaviors required by the innovation are similar to the work experiences of the potential adopters, they will be more likely to accept the innovation.

3. Professional norms. These norms are a set of rules or standards that professionals try to maintain regardless of where they work, even though they sometimes conflict with local norms. Professional norms usually encompass a wider awareness of innovations. Therefore, where professional norms are high, acceptance is usually greater.

4. Orientation of gatekeepers. When gatekeepers (those who control the flow of information) are cosmopolitan or outward-directed, the probability of adoption is increased. When gatekeepers are locally oriented and conservative, probability is lessened.

5. Established roles and routines. If an innovation requires drastic changes in roles or routines, it may cause a great deal of resistance. People develop habits of operating and become secure in predictable routines. They also perform certain functions that are usually well-defined. The less an innovation conflicts with existing ways of doing things and present role expectations, the more likely people will be to try it.

6. Distance. The amount of distance between physical components of the client system and between work settings of members, as well as psychological distance between and among individuals, has a profound impact on the adoption process. Physical or psychological separation makes it difficult for an innovation to spread through social interaction. Unless people can communicate, discuss, and share

reactions, they rarely move past the awareness level of response.

7. Training facilities. The amount of time and facilities available for training affects individuals' ability to acquire the new skills or learn the new roles they will need in order to adopt the innovation. Resources for training will enhance the probability of adoption.

8. Resource mobilization. Evidence of an organization's capacity to mobilize its resources is found in the organization's willingness to invest time, money, and energy in new ideas; its ability to identify and secure resources readily; its reward system; and the extent of administrative support for change. Smoothly functioning resource mobilization eases the change process.

The ability to understand and work with these features within organizations will increase the effectiveness of the Change Agent and the probability of gaining acceptance of the innovation.

D. Methods of communication. Communication is the key to gaining acceptance of an innovation. Effective communication can take many forms, and the Change Agent should not limit her/himself to a single medium. They way you choose to communicate will depend on your own personality, the personalities of the clients, the sophistication of the system, the resources available to you, and a host of other factors. Being aware of the numerous possibilities of presenting information will help you to combine them in the most effective manner as circumstances warrant.

1. Written and oral communications. These can be used to make people aware of the innovation, but should be kept brief and to the point.

2. Films and slides. Few Change Agents have the resources to make their own films, but it will be worth your time to check around to see if films appropriate to your needs are available. Visual effects can make the message more attractive, more lively, and more interesting. Almost any Change Agent can rather easily assemble some slides to use in conjunction with an oral presentation, or even prepare a cassette tape to accompany the slides.

3. Demonstrations. Seeing the innovation at work carries far more impact than listening to a dozen lectures. You can either bring in a group for a live demonstration or transport potential adopters to other settings where the innovation is already installed. For the demonstration to be really effective, the setting should be as similar as possible to that of the client system.

4. Person-to-person communication. The Change Agent will have many opportunities to communicate face-to-face with key people in the client system. While this personal communication is vitally important to the change effort, it takes much time and is a slow and costly method if you wish to reach large numbers of people. You may wish to establish and train a network of people in all parts of the client system, and thereby extend your capacity for providing a personal response to individuals.

5. Group discussions. If handled well, group discussions

are extremely valuable in mobilizing support for the change effort. In groups, people feel more secure about expressing doubts or asking questions, and are helped to move toward commitment. Group members lend support and encouragement to one another and increase risk-taking behavior and the willingness to try something new. Individuals also develop feelings of involvement in the decision-making and commitment to the task. Enthusiasm is contagious. Thus, the Change Agent will want to make the group experience enjoyable and rewarding and build a sense of excitement about the opportunity to embark on something new.

6. Conferences and workshops. When you are considering complex innovations, you may choose to organize a workshop or training session for key people. Your goals might be several: to promote awareness, to generate options, to diagnose the system, to try the innovation, to teach new skills required by the innovation, to thresh out kinks in the change effort, to promote understanding and acceptance of the innovation in a concentrated, focused experience. Such meetings should be enjoyable, activity-oriented and involving for all participants.

Some methods of communication are one-way: the message is from the Change Agent to individuals. Others are two-way: messages flow back and forth, people ask questions and get answers, individuals interact and give feedback to one another. The ideal communication plan will include both methods and will undoubtedly require the use of several approaches within each method.

E. Flexibility. Developing a systematic plan does not imply becoming so structured that you are unable to change the plan if necessary. Even when you have already very carefully adapted the plan to mesh with your setting, you may find that more modification is needed. You may have to compromise with some major objectors, allow more or less time than you anticipated, revise the target date of adoption, or back off of your actions to gain acceptance and deal with motives for resistance. Be flexible--ever willing to adapt or alter the plan or your strategy for gaining acceptance as you gather more data about the reactions of the client system.

VI. REFINING AND RENEWING

When the Change Agent has succeeded in gaining acceptance of the innovation, s/he may feel an inclination to sit back, breathe a sigh of relief, and feel that the job is done. A reasonable assumption. The responsibility of the Change Agent must end somewhere. Some final considerations will be in order, however.

How do you judge when the innovation has taken hold? How much or how often should consumers use the innovation in order that it be considered successful? How much of their support is needed? Researchers have grouped consumer behaviors into five categories: compliance, transformation, identification, internalization, and integration. Called "consumer levels of adoption," these behaviors will influence the Change Agent's decision as to when his/her task is done.

A. Consumer levels of adoption.

1. Compliance. Acceptance of the innovation because you have been ordered to, it is part of your job, you are rewarded or punished for using or not using it; little of no belief in the worth of the innovation. *Example:* Mr. Rose asked the faculty to use a certain new technique. And they did--whenever Mr. Rose was around.

2. Transformation. Acceptance of parts of the innovation, belief that those parts will be useful, discard of the rest. *Example:* The school purchased a new, semester-long career development program. Teachers examined it, extracted portions they thought would be interesting, added them to the existing program, and ignored the balance of the new materials.

3. Identification. Acceptance of the innovation because it fits in with your role and meets expectations of others, belief in the innovation but only as you perform in your role, lack of integration of the innovation into your value system. *Example:* Ms. Ashbury, the Project Director, is far different from Ms. Ashbury, the wife and mother.

4. Internalization. Acceptance of the innovation because you believe in it, it is basically congruent with your value system, it maximizes your values; some modification of the innovation to fit your situation; acceptance level dependent on extent of congruence with your values. *Example:* The superintendent made Ms. Watson his top assistant because he believed generally that women make as good administrators as men. Since he felt that their forte was with young children, however, he limited her responsibilities to administration of the elementary school programs.

5. Integration. Acceptance of the innovation as routine, part of everyday behavior. *Example:* It was a real change when Mr. Greene had all of the counselors work at the attendance desk just before school started each morning. Once the counselors became accustomed to the change, they liked it, forgot about their initial resistance, and accepted the new duty as part of their normal daily activities.

These levels of adoption are not linear. Consumers may adopt the innovation at any level and move to a deeper level. They may also move to more superficial levels as familiarity with the innovation increases or conditions change. If the client system has accepted the innovation at the internalization or integration level, the Change Agent can leave the project feeling reasonably sure that the client has been well served.

B. Refining. Part of any program for change should be provision for periodic review and refinement. As users gain additional experience and data from trial of the innovation, they need time to re-evaluate it and decide on possible further modification. This type of activity insures that the quality of the innovation is maintained and that the innovation is in its most efficient and usable form; it also provides further encouragement and support to the users.

The members of the organization are a very important part of this refining process. If they know that the innovation will be up for review after a reasonable trial period, they will be more willing to try it out, to put up with initial feelings of awkwardness, and to accept any initial inconvenience. If they know that they will be called upon to participate in the review, they will observe more carefully and be ready to offer better suggestions for improvement. By participating, they will deepen their commitment to the change effort.

The integration of the innovation into the client system requires flexibility and the ability to adapt. This continues to be true over time because circumstances change. If adopters are able to refine and reshape the new program or practice to meet changing needs, they will be more likely to continue using it effectively.

C. Renewing. As populations and needs change, so too should the service which is provided. While refining is an ongoing activity, concurrent to use of the innovation during the trial and stabilizing stages of adoption, renewing is a conscious, planned effort to review and evaluate outcomes. Renewing may result in the determination that all is going well, outcomes are as expected, the program is achieving its goals. On the other hand, the renewal procedure may reveal that changing circumstances have caused the program to become obsolete, no longer responsive to existing attitudes or needs. Systems that incorporate and use this renewing feature are habitually aggressive in seeking out new solutions. They possess flexibility and openmindedness and an objective attitude toward existing activities. They believe in progress and are willing to discontinue an innovation when something better comes along.

The final goal of the renewing process will be for the client system to have the capacity and skills for self-renewal. These will involve, first of all, a positive attitude toward change. Experiencing feelings of success in innovating and gaining some kind of reward for innovating (praise, money, recognition, promotion) stimulates the desire to innovate.

Second, the staff should be trained in Change Agent skills, and they should have a chance to use their skills. Most organizations will not be able to employ full-time innovators, but some sort of structure should allow for study and application of change.

A third feature of self-renewal is active searching for outside resources. The innovative attitude represents far more than passive receptivity to new ideas. It includes the willingness to go outside the environment, visit other systems, attend workshops and training programs, observe demonstrations in other settings--take a look at the rest of the world. Such activities will stimulate individuals to bring home all kinds of new ideas and products and will maintain the urge to innovate.

Lastly, self-renewal involves planning for the future--anticipating future needs, studying trends, drawing up tentative programs, keeping on top of the present through careful preparation for future change. A focus on the future keeps the system on its toes, not only abreast but ahead of the times, prepared and ready for what is to come.

If you have been able to develop a change program along the lines of this model, the client system should now be fairly well trained in helping itself. Because you have worked collaboratively and involved the members in all phases of the change effort, they have a good understanding of the process. If they also now possess the capacity for self-renewal, you have indeed been successful.

CHAPTER 3. CHANGE AGENT TACTICS

In this monograph we have emphasized the need for the Change Agent to have an organized plan for any major change s/he may wish to bring about. A set of well-defined objectives and a systematic approach for reaching the objectives are essential if a person is to be instrumental in facilitating change.

Many times, however, a change is not the result of a systematic plan or the use of a process model for planned change. Offering a penetrating insight at a moment of hesitation, clearing up doubts as to the wisdom of a particular action, or encouraging individuals to conduct a "no obligation" tryout are some specific techniques or tactics that can be used to facilitate change. Most individuals have a few tried and true techniques on which they rely to win adoption of their ideas or plans. Usually their repertoire of techniques is of the "seat-of-the-pants" variety--techniques developed without any conscious examination of their merits or how they can be improved.

This chapter is planned to make explicit what we do implicitly and to encourage an inquiring approach to how we can improve our change agent tactics. As much as we believe the systematic approach to planned change is important, we recognize the impact that specific behaviors or attitudes can have on promoting change.

1. Knowledge Power

"Let's get to the facts!" or, "Do we have any data on this?" are comments frequently heard in meetings where a new course of action is up for discussion. People believe generally that if they can assemble all of the relevant information on a given topic, they can readily come to an appropriate decision.

In actual practice people seldom have "the facts" when making individual or group decisions. They commonly act on the basis of partial truths or personal biases, or from emotional stands. Very frequently the information available to decision makers depends upon the means they use to obtain the information. Seeking the views of a close friend or a person assumed to be knowledgeable in a given area is a common means of acquiring information. It has the advantages of being easily retrievable (a telephone call will usually suffice), condensed (the information presented is usually very selective), interactive (the receiver can ask questions, clarify ambiguities) and frequently decisive ("In my view it's clear that the best course of action is..."). These advantages of interpersonal sources of information are important and help to explain why, when confronted with a decision, people typically will turn to another person for needed information. There are distinct benefits, however, to supplementing interpersonal information-gathering with a systematic approach.

To maximize knowledge power an individual should clearly define the problem or need and then utilize all available resources to "search out" possible approaches to solving it. A particularly useful means of broadening knowledge power is to conduct a computerized search of ERIC or other national data bases to obtain relevant information. This process yields a comprehensive search of a wide variety of sources, i.e., journals, articles, and research reports, which provide an intensive and extensive coverage of the topic. Such a search enables the individual to learn what has been tried and with what effect. In addition, the Change Agent has at his/her fingertips accumulated knowledge about how a problem or topic has been viewed or conceptualized, what steps or approaches have been used to deal with it, and what have been the results or outcomes. Such information can be extremely useful in documenting the fact that a problem exists and suggesting ways of responding to it. Consider the following illustration of Change Agent use of knowledge power.

> *Example.* Mary Williams, a Student Services Specialist at State University, was a member of the staff of the Vice-President for Student Affairs. The Vice-President circulated a memo indicating that the President had received a number of requests from students and faculty to establish a peer counseling center. The President wanted the Vice-President to review the idea in a meeting with the staff and recommend a course of action for the University to pursue. In preparation for the meeting, Mary conducted a search of the ERIC files. From the search she identified a number of peer counseling programs in a variety of settings, with

descriptions of observed results. Mary called the directors of two of the most interesting programs to obtain up-to-date information on how the programs were operating.

Initial reaction at the meeting to the idea of peer counseling was quite negative. After Mary presented the results of her search, however, the feelings of the staff changed noticeably. Particularly effective was Mary's encouraging the staff to "blue-sky" how peer counseling could be used at State. The group came up with several ideas which were different from any that had been tried elsewhere. In discussing the issue the staff began to feel a sense of ownership in the ideas and interest and excitement in implementing them. At the conclusion of the meeting, the staff had moved from general negativism regarding the original idea to a positive position about experimenting with two approaches to peer counseling.

Used as a stimulus to further thinking and planning, as in the illustration, knowledge can be a significant force in helping a group move from uncertainty and negativism to a willingness to try out new approaches--particularly when the group members identify the approaches as their own creations.

2. Zero-Based Piloting

Many people have learned through experience that an idea or practice once introduced is never dropped. If the introduction of a new idea is tantamount to its permanent adoption, however, all new ideas immediately become suspect. "Resist anything new because if you don't you will be stuck with it forever" may well be the motto of those who have suffered from inflexible management of new practices.

The Change Agent, realizing that many people harbor suspicions about tryouts, makes clear that the trial adoption of a new practice is time limited and experimental. A zero-level adoption strategy is used: at the end of the planned-for life of an innovation, everyone concerned joins in a debriefing session to review the outcomes of the project and decide whether the practice should be continued. If the decision is negative, the practice or project automatically "self-destructs." This procedure gives the chance for a fair trial and evaluation to any prospective innovation.

> *Example.* Gordon Harris presented to the counseling staff of a large high school a career guidance group counseling approach. In his plan he proposed a two-year tryout period with a review at the end of the first year. Specific outcomes and means of assessing them were established for each year. Gordon made it very explicit that after two years the program would end unless the staff took formal action to adopt it. Response to Gordon's plan was guardedly positive; but, as one member put it, "I don't think we have any real commitment here to do anything

but test out this group counseling idea. If we don't like it after trying it out, we're not stuck with it. So what have we got to lose? Even if we don't adopt it, we'll probably pick up some ideas."

A no-commitment, time-limited piloting program can be a powerful tool for facilitating innovation tryout. Because threat and anxiety over the effects of new procedures are minimized, the climate becomes more receptive to experimentation. Interestingly, an incidental outcome often occurs: the process of learning about and trying out new procedures on a no-obligation basis may lead the staff, in a low-key manner, to renewing existing skills and competencies or to acquiring new ones. A sense of excitement and reward often develops when individuals share in the positive feelings of experiencing personal growth and increasing group capabilities.

3. A Low Profile

In many situations the response of a system to a new idea is directed as much to the person introducing the idea as it is to the idea itself. Understandably, resentment and jealousy may develop toward the Change Agent, who is seen as the person receiving or claiming credit for an exciting new program. This is especially true when the Change Agent is internal to the system. In some situations the Change Agent may find it desirable to divest her/himself of responsibility for or identification with the innovation. It may be more important that a high "influential" or decision-maker be given credit for the innovation. By allowing someone else to lay claim to the innovation, the Change Agent is often in a better position to work for its adoption.

> *Example.* Jackson High had an old-school, hierarchial administrative structure in which all of the important decisions were made by the principal. The whole faculty understood and lamented the fact that if they wanted change, they had to wait till the "top person" decided that the time was right. Several teachers had introduced ideas in faculty meetings that were enthusiastically received but never implemented because the principal perceived them as a threat to her position. Ray Voot, the Guidance Director, found an unusually attractive opportunity to acquire additional state funds for the testing program. Ray met with the principal and outlined his ideas, suggesting that because finances were involved, it would be best if the principal introduced the ideas and did the negotiating. The principal thus was able to accept the plan and in her public discussion of it, even acknowledged the help that Ray had been to her in developing the proposal. Eventually the plan was adopted and it proved to be a great boon to the school's testing program.

Helping professionals are as likely to have strong ego needs as anyone else. Receiving public recognition for new ideas and innovative programs is very satisfying. There are times, however, when the Change Agent must decide whether goals are not better served by allowing someone else to have the glory. In many situations, Change Agents may find it appropriate to diffuse responsibility and credit broadly to all those working on the change. The appropriateness of the name "Change Agent" is determined by one's ability to facilitate change within a system. A person who must always be in the limelight or the center of attention may, in the long run, turn out to be an agent of no change.

4. Systems Thinking

When considering how a change can be made in a current operation or activity, it is helpful to view the potential adopting unit as a system, with forces which are both positive and negative to change and growth. The wise Change Agent will think beyond the immediate focus of the change, i.e., a new counseling procedure, different roles for the counselors, a diagnostic system approach. In the process the Change Agent asks such questions as, "Why are we doing things the way we are now?" "What would we lose or gain if we changed our approach?" "Who is likely to gain or to lose from the proposed change?" Questions like these cause the Change Agent to think beyond the effect of the change on immediate circumstances to the broader question of how the change will affect the work of others and their interrelationships with counselors.

Example. The seventh-grade girls in one class at Main Junior High School seemed to be experiencing excessive difficulty in getting along with each other. The teacher consulted with the counselor about the problem, and they agreed that it would be helpful for the counselor to meet with the students as a group for two hours each week. One hour involved the specific class in which the behavior problem existed; the other involved several classes, as students' schedules differed markedly. The counselor communicated with all of the teachers affected by the change to obtain their approval to release the students one hour per week. Most of the teachers agreed, but two of them objected on the grounds that the students would miss class time, would not get homework assignments, and would not be able to keep up with other class members. One teacher complained to the principal that she had "had it up to here" with students always being taken out of her class for some "dumb reason." She vented her feelings to other teachers and won them to her point of view. Before long factions developed, and many teachers were not speaking to each other, to the counselors, or to the principal. Eventually the resistance grew to the point where a special faculty meeting was called to discuss the issue.

A change can elicit waves of repercussion throughout a system and affect how people perceive and respond to each other. It is therefore very important to consider the change from a systems point of view.

5. Staying Power

Many generations of counselors have been taught that if conditions are not right in their place of employment, they should go elsewhere. The assumption is either that the counselor is relatively powerless to change conditions, or that, rather than even try to change conditions, the counselor will prefer to move on. Needless to say, this approach places a premium on the counselor's ability to select the right position in the first place and the counselor's freedom to move if necessary.

There is something attractive in the notion that if things don't measure up, you leave. It implies a sense of power--meet my conditions or you lose me. In actual practice, the counselor who chooses to keep moving may be unwittingly giving power away. Generally speaking, the greater the predicted longevity of a person in a system the more power and influence people will project into the person. This is one reason why "the locals" often have more influence than those in the highest leadership positions. Often persons with a great deal of responsibility or power in the formal system are known to be mobile--people who will do their own thing for a while and then move on. The locals are known as "stayers" and acquire power and influence as a result of their staying.

Example. The Blue Ridge Intermediate School District recently learned of the opportunity to receive state assistance to develop specialized helping services in the elementary schools. State guidelines were extremely general and allowed each I.S.D. to develop its own plan for utilizing the funds. This led to a number of competing special programs such as the use of child development specialists, a cadre of crisis-intervention teachers, and the introduction of elementary school counselors. Each of the approaches had its share of vocal advocates, sure that the approach they espoused was the right way to go.

Richard Jones, a former teacher and counselor in the district and now an elementary consultant, had been with the system for 13 years. He was highly respected, and known by everyone as a person who loved the area and planned to devote his life to improving the schools and community. Although he was not highly vocal and did not carry a position of authority, it was known that once he became committed to a project, he would carry through with all of his resources.

Dick discussed with each of the advocate groups their proposal for change, and, after thorough study, expressed his support for elementary counseling. No one in the system with any position of formal power backed this approach, and several principals supported each of the other alternatives. One of the salient factors that influenced the early discussions in the superintendent's office was awareness that Dick favored the elementary counseling program. The final decision to introduce elementary counseling into the schools was clearly strongly influenced by the knowledge that a program which did not have his full stamp of approval did not stand much chance of succeeding.

Counselors may enhance their influence and ability to facilitate change within their environments by clearly communicating their commitment to the system and their intention to stay. Having a mind set and an image of one who will be there maximizes latent power. By acquiring a "stayer" identity they assume greater power and influence, especially in the infrastructure, and become a force to be reckoned with.

6. Knowing When to Act

"There is a right time for everything" is an adage to which we should give particular heed. The time chosen for intervening a system to bring about change is key to success of the change effort. It is, of course, difficult to say with any degree of precision what is the best time to do something. This will depend on the people, the policies, the psychological climate, and a host of other factors. Careful attention to both individuals and the system will identify times when any effort to change matters will be ill-advised. Conversely, a particular combination of circumstances will reveal that people are demanding change and the time is ripe.

> *Example.* Counselors at a local community college wanted to design and implement a program of assertiveness training. They became quite excited as they developed their ideas into an organized plan and took the completed syllabus to the Director of Student Services, sure that they would obtain approval. What they didn't realize was that Dr. Robinson had just been told that his budget had been cut by one-sixth and that no new program could be considered. Dr. Robinson barely listened to their idea and advised them that it was an impossible goal.
>
> Some weeks later the counselors noted that conditions had changed dramatically. The legislature had appropriated more money to the college, students had staged a demonstration in support of equal rights, and the women on campus were demanding that the college respond to their unique needs. The counselors were able once more to present their new program, it was approved and moved through channels with rapidity and ease, and assertiveness training is now in the catalog as a regular course offering.

Clearly, it is a poor time to try to involve people in a change effort when they have a deadline to meet, they are involved in a major effort which demands their attention, they are under severe pressure, or important members of a system are absent. On the other hand, times of dissatisfaction with the present, expressions of a need to do things differently, the breakdown of an existing program or procedure, or the feedback from an evaluation study can be opportune times to make change happen.

NOW AND THE FUTURE

Counseling began with a revolutionary fervor. Whereas education had traditionally espoused rationality, knowledge, and objectivity, counseling burst upon the educational scene with a strong emotional message that we consider the person's attitudes, values and feelings about self, which we grew to call a self-concept. In most schools today, the battle to consider each student as an individual and to regard affective development as important as intellectual development has been won. Educators have come to include the affective as a regular part of the curriculum.

Having largely won acceptance in principle if not totally in practice, it would seem reasonable to expect that counseling would establish new goals for itself. Like a staircase, counseling could now move to the next step reasonably assured that the base had been established. In fact, something quite different has happened. Concepts and approaches have been adopted and infused into many components of the educational process. In actual practice, some counselors are in danger of having their goals and emphases pre-empted by teachers who as recent converts to "psychological education" have a zeal and enthusiasm for the new education that counselors find difficult to match. Stripped of their ideological primacy (or monopoly), counselors have been left with the trappings of a once young and zesty movement.

Confronted by changing people and educational needs, counseling has not as a profession embraced new initiatives with any notable energy or consensus. It may be harsh, but uncomfortably near to the mark, to generalize that counselors have stood pat while the world ebbed and flowed about them. Minor steps toward assuming some initiative and identity in areas such as career development, sex stereotyping, human sexuality or assertiveness have not sufficed to establish them as leaders.

We can speculate at length why counselors are what they are. We undoubtedly would find it profitable from a historical standpoint to analyze the development of counselor roles to date. More to the point of today's need, however, is to identify counselor options for the future--which begins tomorrow. In that context it seems clear to us that counselors must deal concurrently with two major issues. First, in what areas of human need they can be most contributive; and second, how they can bring about needed changes within themselves and their institutions to establish new roles and identities.

This monograph has been devoted to the second of these two issues, how change can occur. What the change should be is, of course, of vital significance. Determination of the what should be the result of a confronting and challenging national dialogue. And the result hopefully will be pluralistic--we will identify a number of major directions and initiatives.

While it may seem as if we are putting the cart before the horse (or the "Hmmm..." before the client's expression) to deal with the change process before the goals are established, we find that it has an attractive logic. What we decide to do is influenced both implicitly and explicitly by what we believe we will be able to do. If we have faith in our own capacities, we will resolutely pursue our priorities. If we have a heady sense of our strength, we will feel emboldened to select goals and objectives for counseling that challenge us to give forth the best within us. If we feel empowered, we will be able to create the best kind of future for our clients, our profession, and ourselves. Becoming a Change Agent is a significant step in that creative process.

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This paper presents an alternative approach to evaluating Individually Guided Education (IGE) which should be prerequisite to the conduct of output evaluation. To this end, it introduces a specially designed instrument, the "IGE Implementation Survey," which is capable of systematically collecting information on the degree to which schools which claim to be IGE, are actually operating in the IGE mode. The type of assessment proposed here, implementation evaluation, considers the developmental aspects of IGE. As such it provides improvement-oriented information to decision-makers which allows them to document where they are in implementing the IGE system, and to identify program areas where modifications and improvements are needed. To be sure of its proper role and function, it is important to note that implementation evaluation of IGE does not preclude, nor does it substitute for output evaluation. Rather it should be considered a refinement of and prerequisite to output evaluation in that it allows for analyses and interpretations of program output within the context of possible differentiated levels of the independent variable (IGE) which may exist.

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Conference representatives from business and industry, organized labor, higher education, secondary education, the state department of education, and other governmental agencies totaled 160. Their objectives were--(1) to identify needed areas of attention and critical issues facing vocational-technical education in Illinois, (2) to suggest tentative directions for meeting current and future educational needs, (3) to consider means of improving working relationships among interested agencies and groups, (4) to review policies and procedures pertaining to vocational-technical education administration, and (5) to establish a frame of reference for determining needed research and researchable problems. The minutes of the meeting include detailed reports of the following presentations with some direct quotations--(1) "Objectives of Conference,"

by J. E. Hill, (2) "The Challenge to Vocational Education with Respect to Man, Education, and Work," by Grant Venn, (3) "Structuring Vocational Education to Meet the Challenge," by Rupert Evans, and (4) "Strategies for Change Through Research and Development," by Allen Lee.

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With an emphasis on the role of local school administrators, this study focused on a change model for occupational education programs involving: (1) motivation, (2) structure and authority, (3) goal development, (4) resources, (5) mobilization, and (6) outcomes. The study, based on interviews with 23 public school superintendents, revealed that there is ample notivation to change and expand occupational education programs. Also, it was found that local support for occupational education programs is widespread, thus contributing to the climate necessary for change. However, obstacles to change were noted, such as the ability to obtain and effectively utilize sufficient resources for program implementation. Cost, in particular, was identified as the primary obstacle to change. In discussing strategies for overcoming obstacles, the study recognizes two major limitations regarding program innovation--the limited power of a superintendent and the boundaries of the superintendent's ambitions for the system.

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Blake, D. L., & Gutcher, G. D. *New vocational education concepts and programs in metropolitan, institute 1, final report.* Ft. Collins, Co.: Colorado State University Dept. of Vocational Education, 1971. (ERIC Document Reproduction Service No. ED 056 202)

Fifty-eight persons participated in an institute designed to provide the opportunity of sharing ideas and experiences in relation to innovative school systems and vocational programs for the disadvantaged and the potential dropout. Participants heard and reacted to the following presentations: (1) "Educational Programs and Career Opportunities As A Motivating Force For Students" by Merle Strong, (2) "Innovative Programs Designed for Junior High and Elementary Schools In The Exploratory Phase of Vocational Education" by Elizabeth Benjamin, (3) "Exemplary Vocational Programs in Pontiac, Michigan" by Maurice Prottengeier, and (4) "Implementing Exploratory Occupational Programs in New Counseling Techniques to Assist Students to Realistically Enter the World of Work" by Edwin

Richardson. The responses to the evaluation form administered at the end of the 5-day institute indicated that the experience had been valuable. Several individuals in positions of leadership immediately took steps to implement within their own state, area, or school district some of the concepts presented at the institute.

Blanke, Virgil E. (issue ed.). Planning for educational change. *Theory into Practice*, 1966, *5*.

This journal issue, dedicated to planned change, gives good background on its issues and problems. Blanke's introduction lends perspective to the collection. No index or bibliography is listed, though many authors use footnotes and research data to support their arguments. (Each volume of the journal is indexed at the end of the year--by author and title.)

Bonniwell, H. T. *A historical analysis of non credit adult education program development at the University of Georgia, 1804-1968*. Athens, Ga.: University of Georgia, 1969. (ERIC Document Reproduction Service No. ED 041 206)

This study traces non credit adult activities at the University of Georgia from its beginning in 1801 to 1968. The specific purpose was to determine whether events which compose the major developments merely reflected national happenings. The study identifies documents, organizational patterns, persons, policies, and influence groups instrumental in the development of non credit adult education services at the University. The origin and development of the three categories of services currently available (agricultural extension, continuing education, and institutes) and their contribution to improved programs for the State's citizenry was studied. It was found that expanded programs and conceptions of adult education have resulted in the development of agricultural extension and continuing education, and that the availability of institutional funds, public demand for services, and leadership of individuals were, in that order, the most influential factors in the development of the adult education program at the University.

Boyan, N. J. Political realities of educational r & d. *Journal of research and development in education*, 1969, *2*.

Brickell, H. M. *Organizing New York state for educational change*. Albany: New York State Education Department, 1961, 107 pp.

A study of the dynamics of instructional change in the elementary and secondary schools of New York State with recommendations for improved organization. Elicits the background of how and why they change, the dynamics of change today, and suggests solutions pertinent for New York State.

Brubaker, D. L., & Nelson, R. H., Jr. Creative survival in educational bureaucracies. Berkeley, Ca.: McCutchan Publishing Corporation, 1974

Buila, T. How bold an adventure. Journal of the American Association of Teacher Educators in Agriculture, 1971, 12, 1; 7-13.

Changing objectives of vocational education call for changes in the agricultural education curriculum Grade K through Grade 12 if the programs are to prevail.

Burleson, D. The first five-year plan for population education with a bibliography for population center libraries. (ERIC Document Reproduction Service No. ED 074 058)

Following a brief description of population control in the last 10 years, this paper outlines a Five Year Plan for population education. Four prerequisites to the Plan are presented: a) traditional approaches must be accommodated or bypassed, b) new subject matter must be introduced at the expense of current content, c) value spheres must be included, and d) personnel must be developed to train teachers and teacher educators in this field. The development of the Plan is reported as including the introduction of courses into urban, suburban, rural, and ghetto schools; introduction of in-service courses into community colleges and technical institutions; and proposed emphasis on in-state programs. A 10-item annotated bibliography on population education ends the narrative portion of the report. Appendix I presents a 12-page bibliography; Appendix II, a multidisciplinary approach to population education; Appendix III, a strategy for population education with discussions on needs, current status, general strategy, and tasks. Notes on curriculum design, program development, learning resources, academic programs, research, and evaluation of the strategy are also included.

Burrows, L. J. Educational innovation and change: origins and problems. Trends in Education, 1974, 34, 7-13,

Article provided a glimpse at the origins and processes of educational innovation and change.

Bushnell, D. D., Freeman, R. A., & Richland, M. *Proceedings of the conference on the implementation of educational innovations.* Santa Monica, Ca.: System Development Corporation, 1964, 318 pp.

The SDC was awarded a U.S. Office of Education contract to conduct a traveling seminar in innovating school districts within various regions of the United States, and to conduct a post-seminar conference devoted to the problems of implementing tested innovations. An inter-disciplinary team of ten SDC educators, psychologists and sociologists conducted a program of on-site visitation for some 150 educators from state departments, colleges and universities, and public school districts. They visited well-established centers of innovative practices in on-going school programs in 15 school districts from four geographic regions in the country.

Campbell, R. E. *Vocational guidance in secondary education: results of a national survey.* Columbus, Ohio: The Ohio State University, The Center for Vocational Education, 1968.

Campbell, R. E., Suzuki, W. N., Gabria, M. J., Jr. *A procedural model for upgrading career guidance.* *American Vocational Journal*, 1972.

Carlson, R. O. *Adoption of educational innovations.* Eugene, Or.: Center for the Advanced Study of Educational Administration, University of Oregon, 1965. 84 pp.

This monograph traces portions of the life cycles of six innovations which have captured the attention of educators. Major attention is focused on the factors which bear on the varying rates of adoption and diffusion of educational innovations as revealed by research conducted among school superintendents in 107 school systems located within two states.

Carter, F. H. Progress through orderly change. *Delta Pi Epsilon Journal*, 1971, *14*, 1; 40-45.

Vocational business education is alive and doing well. A perusal of the literature for more than a quarter of a century indicates the recurrence and persistence of some problems in programs, methods, standards, and administration and leadership.

Center for the Advanced Study of Educational Administration. *Change processes in the public schools.* Eugene, Or.: The Center, 1965, 92 pp.

These papers were originally presented at a seminar for school officials and include an emphasis on organizational and systemic factors in the process, the relevance of research to practitioners, and Rogers' description of innovators.

Center for New Schools, Inc. *A quality schools network in Illinois.* Chicago: Center for New Schools, Inc., 1971. (ERIC Document Reproduction Service No. ED 067 488)

A network of quality schools has been suggested as a means of achieving excellence in Illinois public schools. Such a program to be effective, must be specific while at the same time addressing the broad and complex needs for education. Also, the proposed network must be built upon the mistakes of the past and must stimulate renewal at the local level. Recognized characteristics of the proposed network are: (1) The network should be composed of 45 affiliates planned and operated within local school districts, (2) The educational program of each affiliate should be built upon the rich experience of successes and failures encountered by the many recent attempts to develop, through the creation of total programs, a productive learning situation for students, (3) Affiliates should be located in rural, suburban, and urban areas so that the numbers in each area will be representative of the State, (4) Continuous communication and exchange should occur among the affiliates, and (5) The State should provide funding for the technical assistance, evaluation and impact components of the network.

Center for the Study of Instruction. *Rational planning in curriculum and instruction*. National Education Association, 1967, 203 pp.

Most of the essays in this volume are products of a seminar conducted by the Center for the Study of Instruction in 1965. Each of the authors approached the topic of educational reform and the concept of change in *his* own particular fashion such that there is a disparity in perspective and terminology.

Chesler, M., & Fox, R. *Role playing methods in the classroom*. Chicago: Science Research Associates, Inc., 1966.

This little manual is the best resource book and how-to-do-it book on the great variety of uses of role-playing as a part of participatory classroom teaching. Over 100 situations found useful by teachers are included. (86 pp., paperback)

Chilman, C. S. Some knowledge bases about human sexuality for social work. *Journal of Education for Social Work*, 1975, *11*, 2; 11-17.

The social work professional has been too little concerned with policy, program, and practice issues related to human sexuality.

City University of New York, N. Y. Div. of Teacher Education. *Cooperative occupational education programs--a conference seminar to extend the range of vocational education*. New York: City University of New York, 1970. (ERIC Document Reproduction Service No. ED 048 508)

This guide explains the basic concepts in cooperative education and describes the essential characteristics of effective program development and operation. The guide is the final report of a three-phase institute which developed, implemented, and evaluated plans for new directions in cooperative education. As a result of this investigation, the report provides guidelines and procedures for redirecting cooperative education. Nine papers presented by participants are appended.

Cochran, L. H. Charting the changing directions of industrial education. *School Shop*, 1969, *29*, 2; 53-56.

Second of a two-part series. Article includes material from the author's forthcoming new book, innovative Programs in Industrial Education.

College Entrance Examination Board. *The challenge of curricular change*. Princeton, NJ: College Entrance Examination Board, 1966, 151 pp.

These papers were presented at a colloquim co-sponsored by CEEB and the National Association of Secondary School Principals. They are interesting discussions of the topics listed. However, no index or bibliography is provided, and footnotes are rarely used. A good introduction summarizes the works.

Corwin, R. G. *Reforms and organizational survival*. New York: John Wiley and Sons, 1973.

Crawford, J. J., Kraluchvil, D. W., & Wright, C. E. *Evaluation of the impact of educational research and development products, final report*. Palo Alto, Ca.: American Institute of Research in the Behavioral Sciences, 1972.

Culbertson, J. (issue ed.). Changing the school. *Theory into Practice*, 1963, *2*.

The articles in this issue are clear analyses of the aspects of change listed above. Mr. Griffiths article is a report of quantitative research. The others are primarily conceptual, using research evidence in footnote references. There is an introduction.

Deming, B. S., & Phillips, J. A., Jr. A renaissance at Kent State. *Educational Forum*, 1975, *39*, 4; 403-08.

Described an educational experiment at Kent State University that would serve the purposes of reuniting faculty and students in a more intimate learning environment and provide the university with a program in which experimentation with innovative ideas could be stimulated and evaluated.

Denner, B. *Corruption of client advocacy in a community mental health system*. Paper presented at the annual meeting of the American Psychological Association, New Orleans, August 1974. (ERIC Document Reproduction Service No. ED 097 616)

This speech discusses client advocacy, a paraprofessional service offered in many community mental health centers to help bridge the gap between therapist and client. While having an advocate on the mental health team is an attractive idea, these client advocates are quite susceptible to "corruption." The author discusses two major causes of this "corruption": (1) role confusion--the tendency for workers to slide back into doing therapy while purporting to be doing advocacy, consequently corrupting both; and (2) role instability--the destroying of client advocacy by the depersonalizing, alienating mode of organizing community mental health centers. The author is convinced that client-advocates can be effective change agents when they are not confused by the conflicting roles of advocate and therapist, and when their efforts are not being undermined by a paternalistic system. He offers several steps which can be taken to strengthen the position of the client-advocate.

Donaldson, C. Instructional creativity: St. Mary's hallmark. *Community and Junior College Journal*, 1974, 44, 8; 14-15.

Described programs of instructional creativity at St. Mary's Junior College in Minneapolis, Minnesota.

Dorethy, R. E. Relevancy of college art education programs. *Art Education*, 1972, *25*, 2-4.

Proposals for program development to meet current and future needs in Art Education.

Downs, E. A new ball game. *Agricultural Education Magazine*, 1970, *43*, 144-145.

Education in the Khmer republic. *Bulletin of the UNESCO Regional Office for Education in Asia*, 1972, *6*, 89-98.

Eichhorn, D. H. *Planning programs for transescents*. Paper presented at the University of New York at Buffalo, October 17, 1968. (ERIC Document Reproduction Service No. ED 033 455)

"Transescents"--the prefix "trans" meaning "to go across" and the suffix "escent" meaning "to become something"--are young people in transition from Childhood to adolescence. The middle school organization presents educators with an opportunity for improved educational processes uniquely suited to students of this age group. Transescents are in transition physically, mentally, and socially, each developing according to his own timetable. This diversity in maturation rates creates diversity in interests and attitudes, thus precipitating irregular social and emotional patterns. The purpose of this paper is to suggest programs for the transescent level. Attention should specifically be given to curriculum, grouping techniques, and guidance programs. The middle school can be a dynamic program of education for transescents if educators understand the complexities of this age group and are willing to create programs suited to its unique characteristics. Related documents are EA 002 527 and EA 002 642.

Eichhorn, D. H. *Middle school-promise of the future*. Paper presented at Southeast Missouri State College, March 13, 1969. (ERIC Document Reproduction Service No. ED 033 444)

There is a growing body of evidence that a separate maturation level exists for youngsters in the middle school years. Research data indicate that middle school youth possess similar physical, social, mental, and emotional characteristics. A creative development of middle school programs is clearly needed. Various facets of middle school programs are outlined. (1) The environment ought to be a dynamic and active school in which youngsters may pursue learning free of unnecessary restraint. (2) A revitalized curriculum would include three elements: analytical, personal dynamics, and expressive arts. (3) Student grouping should reflect the rate of mental, physical, social, and emotional growth. (4) Activity programs which enable boys and girls to participate both separately and collectively are successful. (5) Flexibility in scheduling can facilitate learning. (6) Guidance patterns should involve the use of all staff in counseling activities. Related documents are EA 002 528 and EA 002 642.

Eidell, T. L., & Kitchel, J. M. (Eds.). *Knowledge production and utilization in educational administration*. Eugene, Or.: University Council for Educational Administration, and Center for the Advanced Study of Educational Administration, University of Oregon, 1968, 184 pp.

This volume deals with seven problems inherent in the application of knowledge to practice. "Some of these papers view the problems of applying new knowledge to practice quite generally in the context of the broader society while others focus more sharply on strategies for implementing the utilization of knowledge in the context of educational organizations.

Eko, E. U. (Ed.). *Training for change in student personnel services*. Greensboro, NC: Six Institutions' Consortium, 1972. (ERIC Document Reproduction Service No. ED 081 353)

The Institute on Training for Change in Student Personnel Services was designed to meet the need for imaginative and innovative approaches to student personnel services in light of contemporary realities. Six papers presented at the Institute concern perspectives on the nature of man, strategies for change, student development, towards a positive student development program, organizational development and program planning, and proposal writing.

English, J. L. *An occupational vocational education model for the state of Delaware, interim report, October 1, 1970 - September 30, 1971*. Milford, De.: Delaware State Board for Vocational Education, 1971. (ERIC Document Reproduction Service No. ED 058 420)

The two main objectives of this project were: (1) to create a meaningful cooperative effort between the Kent County Vocational Technical School District and the Milford School District for the purpose of expanding vocational education, and (2) to establish a system to serve as a model for future expansion of vocational education in Delaware. Procedures included defining the administrative continuity, formation of an advisory council, selection of the project staff, and organizing the project to coincide with existing administrative structure. After faculty and staff were oriented, programs were developed which included: (1) technology for children in Grades K-12, (2) career development laboratories in Grade 5-6, (3) expanded career development program for Grades 5-8, and (4) diversified occupations program for Grades 9-12. Results of the project include: (1) a more positive attitude by teachers and administrators toward vocational education, (2) recognition of career education as the unifying thread from which education is woven, (3) expanded staff and facilities for K-12 career education programs, (4) realization by administrators, supervisors, counselors, teachers, parents, service organizations, business and industry personnel that career education is everyone's responsibility.

Fairfax County Schools Center for Effecting Educational Change. *PACE: Catalyst for change, Report No. 6 of the second national study of PACE*. Bailey Crossroads, Va.: Fairfax County Schools, 1968. (ERIC Document Reproduction Service No. ED 025 862).

In this final report, 17 special consultants view from the perspective of their own specialities the future of the Projects to Advance Creativity in Education (PACE) program funded under ESEA Title III. The 17 individually authored reports approach the problem of whether or not this innovative and creative program has been afflicted with loss of imagination, and evaluate other problems related to the future of PACE. Points of focus include (1) curriculum and subject disciplines, (2) students, (3) school organization, (4) computer technology, (5) supplementary service centers, (6) school community relations, and (7) operation, priorities, and evaluation of PACE. The consultants unanimously conclude that turnover of ESEA Title III to the States and categorization of 15 percent of PACE funds for the handicapped are examples of waning Federal freshness, dynamism, and dedication brought about by political manipulation and changes in USOE staff responsible for PACE. Politics, lack of imagination, and lack of organization are also plaguing the program at the State level, although its strength does continue at the local level. On the whole, the consultants find that PACE ramains healthy, but with signs of premature old age. Recommendations to enrich PACE are made and recommendations of the first five reports are recapitulated.

Ford Foundation Report. Constructing a program for change. *Reading Newsreport*, 1973, *7*, 18-19.

Reviews "A Foundation Goes to School" which is an examination of the Comprehensive School Improvement Program.

Fordyce, J. K., & Weil, R. *Managing with people: a manager's handbook of organization development*. Reading, Ma.: Addison-Wesley, 1971.

Concentrates on the joint management of change and presents particular methods that have proven useful in this process. Ideas for the experienced and the neophyte change agent alike.

Foreign apprenticeship practices: ripe for import? *Manpower*, 1974, 6, 11-14.

A questionnaire survey was conducted in Chicago to investigate employer and union reactions to foreign training practices. Three approaches were found to be of special interest: national government control over apprenticeships, partial funding, and training by stages rather than in one continuous program.

Fox, R. S., Lippitt, R., & Schindler-Rainman, E. *Towards a humane society: images of potentiality*. Fairfax, Va.: NTL Learning Resources, 1973.

This is a valuable resource for future thinking, long range planning, and goal setting about education and community development. Two chapters present the methods of "image of potentiality" trips into the future and use of force field diagnosis and other methods of action planning. (100 pp., paperback)

Fox, R., Luszki, M. B., & Schmuck, R. *Diagnosing classroom learning environments*. Chicago: Science Research Associates, 1966.

This is a unique tool kit of methods developed by a teacher-social scientist team to assess classroom learning climates, get and give feedback between students and teachers, discover outside influences on learning, and become sensitive to the self-concepts of students. Examples and guidelines for using the tools are provided. (131 pp., paperback)

Fox, R. S., Schmuck, R., Van E. E., Ritvo, M., & Jung, C. *Diagnosing professional climates of schools*. Fairfax, Va.: LRC, 1973.

This is a resource book and a tool kit (30 instruments) for administrators and staffs to use in assessing their own operation of a school building, with helps on using the data for planning and for improvement of staff relations and leadership. (152 pp., paperback)

Freedman, L. Extended degrees--University of California Style. *Engineering Education*, 1973, *63*, 503-504.

French, W. L., Bell, C. H., Jr. *Organization development*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973.

This is a small very well written overview of the various aspects of organization functioning and development, with a good analysis of types of interventions in introducing improvement. (207 pp., paperback)

From the speech files. *Canadian Vocational Journal*, 1970, 6, 43-44.

New Brunswick Minister of Education, W.W. Meldrum, Q.C., spoke to the American Vocational Association Convention in December, 1969 in Boston. Mr. Meldrum called for more action to overcome the Caste System which exists in relation to Vocational Education.

Fuller, R. W. Eight steps for developing a career ed program. *Thrust for Education Leadership*, 1972, 1, 21-23.

Funkenstein, D. H. Current medical school admissions: the problems and a proposal. *Journal of Medical Education*, 1970, *45*, 497-509.

Drastic changes in admissions policies and procedures must be made to suit the marked change in students' career interests, medical school programs and the health needs of society.

Garanderie, A. de la. La dimension pedagogigue du projet de M. Fontanet (Pedagogical dimensions of Mr. Fontanet's experiment). *Pedagogie*, 1974, 29, 2-3; 184-187.

Gallagher, J. J. Report on Educational Research. May 13, 1970, *2*.

Giacquinta, J. B. The process of organizational change in schools. In T. N. Kerlinger (Ed.). *Review of research in education.* Itasca, Il.: F. E. Peacock Publishers, Inc., 1973.

Glennan, T. K., Jr. Glennan on National Institute of Education. *Behavior Today*, October 30, 1972, *3*, 2.

Goldhammer, K., & Elam, S. (Eds.). *Dissemination and implementation, third annual Phi Delta Kappa symposium on educational research*. Bloomington, In.: Phi Delta Kappa, 1962, 200 pp.

These papers are primarily descriptive, some review of research is included for evaluation. Each paper is followed by a transcript of the symposium discussion of the material. The collection has no integrating introduction or summary. No bibliography or index is included.

Goodlad, J.II. *The dynamics of educational change*. New York: McGraw-Hill Book Company, 1975.

Gordon, T. *Teacher effectiveness training*. New York: Peter H. Wyden, 1974.

Includes information on communication and conflict in schools, presents a model for effective teacher-student (trainer-client) relationships, and features many case studies and sample dialogues.

Gray, R. K. et. al. *Continuation of the occupational research and development unit for the state of Illinois, final report*. Springfield, Il.: Illinois Research and Development Coordinating Unit, 1969. (ERIC Document Reproduction Service No. ED 045 837)

Since its inception in 1965, the Illinois Research Coordinating Unit (RCU) has continued to be involved in innovative activities for measured change in vocational education. The use of ancillary monies for contractual research and development activities has been the major thrust of the unit. The Illinois RCU has played a significant role in leadership development through the implementation of broad state interagency planning, the development of an Educational Professions Development Act (EPDA) leadership program, and through the development of a state plan for the administration of vocational and technical education. This role of change agent has had considerable impact on vocational education by encouraging, stimulating, and implementing new programs. The RCU staff has been and continues to be in the forefront of the development of a new breed of "Vocational Engineers." In the future the Unit will continue to enter into contracts for the establishment of programs in the areas of research, experimental, developmental, and exemplary activities.

Griffin, D. Concerns of t and i education discussed at national meeting. American Vocational Journal, 1971, 46, 49-50.

Participants identify objectives vital to the success of their programs.

Gross, N., Giacquinta, J. B., & Bernstein, M. Implementing organizational innovations: a sociological analysis of planned educational change. New York: Basic Books, Inc., 1971.

Guba, E. G. et al. The role of educational research in educational change, the United States. Conference on the Role of Educational Research in Educational Change, UNESCO Institute for Education, Hamburg, Germany, July 19-22, 1967. The National Institute for the Study of Educational Change, 100 pp.

This current situation in American educational research, emphasizing problems related to the delegation of research responsibilities, to the focus of much existing work, and to the ever-present shortages in resources. Previous research by the authors and others is cited on occasion, when appropriate to the discussion. A very good summary by Guba and Horvat projects strategies for closing the gap between educational research and practice. No table of contents or index is included. Bibliography includes 64 items, covering rather thoroughly the basic references on innovation in education.

Hall, G. E. The concerns based adoption model: a developmental conceptualization of the adoption process within educational institutions. A paper delivered at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 1974.

Hardwick, A. L. Career education--a model for implementation. Business Education Forum, 1971, 25, 3-5.

The Associate Commissioner, Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education developes the Commissioner's recent statement on a new career education system by specifying objectives and curriculum development undertakings by grade levels.

Harris, E. E. What's ahead for df? American Vocational Journal, 1971, 46, 53-55.

A changed discipline if it rises to the challenges of the 70s, says Illinois professor.

Harris, S. E., Deitch, K. M., & Levensohn, A. Challenge and change in American education. Berkeley, Ca.: McCutchan Publishing Corporation, 1965, 346 pp.

Dealing primarily with issues of educational policy and management, these seminar papers were originally presented at the Harvard University Graduate School of Public Administration.

Havelock, R. G. Planning for innovations. Ann Arbor, Mi.: The University of Michigan, Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, 1969.

Havelock, R. G. The change agent's guide to innovation in education. Englewood Cliffs, N.J.: Educational Technology Publications, 1973.

Filled with guidelines, hints, and examples for those using planned change strategies to improve educational organizations. Appendices include many periodicals, books, agencies, and organizations in an annotated fashion.

Havelock, R. G., Huber, J. C., & Zimmerman, S. A guide to innovation in education. Ann Arbor, Michigan: Center for Research on the Utilization of Scientific Knowledge, The University of Michigan, 1969.

This handbook is aimed at those educators who find themselves in the position of introducing innovations into school systems, i.e., filling the gap between resource and practice. It is designed to be useful for processing change at any level in education from state system to classroom. The chapter discussions are ordered to present a logical development of the change process from the point of view of the change agent in the educational setting.

Herr, R. D. Innovation--another name for elementary agriculture. Agricultural Education Magazine, 1972, 44, 273.

Homans, G. C. Strategy of industrial sociology. American Journal of Sociology, 1949, 50, 330.

Hornstein, H. A., Bunker, B. B., Burke, W. W., Gindes, M., & Lewicke, R. J. Social intervention: a behavioral science approach. New York: The Free Press, 1971.

House, E. R. et. al. The development of educational programs: advocacy in a non-rational system. Urbana, Il.: Illinois University Center for Instructional Research and Curriculum Evaluation, 1970. (ERIC Document Reproduction Service No. ED 045 606)

A study was conducted to investigate empirically the nature of program development, testing Everett Rogers' model of collective adoption of an innovation against the data, and distinguishing between the developmental patterns of high and low quality programs. Subjects were 34 school districts representing a 10 percent sample of 340 districts receiving state funds through the Illinois statewide gifted program. Questionnaire and interview data were collected from directors, teachers, and students to rate programs in terms of quality; identify and quantify independent variables (55 were grouped into six types); and compile program case histories to discover distinct patterns of program development. The development of a new quality program was found to be dependent upon the interaction of a small number of powerful variables: size of the developing unit, the norms of the unit toward the innovation, the opinion leadership exerted within the district in behalf of the innovation, the status of the advocate within the system, and the contact of the system with the outside world. No districts followed the Tylerian "behavioral objectives" model, and Rogers' "adoption" model could not order data in appropriate temporal sequence. Data is most economically described by an "advocate" model of program development which incorporates sociological and political considerations. (Included are a 19-item bibliography and discussion of the advocate model and implications for educational change.)

Hull, W. L. Sustaining commitment to innovation. Agricultural Education Magazine, 1970, 43, 142-143.

Hull, W. L., & Kester, R. J. Innovation characteristics critical to the successful adoption of programs in school settings. A paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, 1974.

Hull, W. L., & Kester, R. J. The perceived effectiveness of diffusion tactics. Columbus, Oh.: The Center for Vocational Education, The Ohio State University, 1975.

Hull, W. L., Kester, R. J., & Martin, W. B. A conceptual framework for the diffusion of innovations in vocational and technical education. Columbus, Oh.: The Center for Vocational Education, The Ohio State University, 1973.

Hull, W. L., & Wells, R. L. The classification and evaluation of innovations for vocational and technical education. Columbus, Oh.: The Center for Vocational Education, The Ohio State University, 1973.

Hull, W. L., Wells, R. L., & Gross, C. J. Diffusion factors associated with the comprehensive career education model development and acceptance of the curriculum units in field test sites. Columbus, Oh.: The Center for Vocational Education, The Ohio State University, 1974.

Jacobs, A., & Spradlin, W. (Eds.). The group as agent of change. New York: Behavioral Publications, 1974.

James, C. J. Foreign language education: projections for the future. Paper presented at the 6th annual meeting of the American Council on the Teaching of Foreign Languages, Atlanta, November 25, 1972. (ERIC Document Reproduction Service No. ED 077 263)

The principal discussion in this paper focuses on the student, teacher, administrator, and community as agents of educational change and on the conjectured future change in the field of language instruction. Additional comments on the fourth volume of the ACTFL-sponsored annual review of language instruction, "Foreign Language Education: A Reappraisal" (National Textbook Company, 1972), concentrate on three concepts: (1) education as a process, (2) pluralism and communication, and (3) professional concerns. The author argues that the success of future programs is dependent upon the constructive measures taken by the profession today.

Jewett, A. NDEA now includes English and reading. Champaign, Il.: National Council of Teachers of English, 1964. (ERIC Document Reproduction Service No. ED 029 908)

In this article pertaining to the significance of the 1964 amendments to Titles 3 and 11 of the National Defense Education Act, special attention is paid to the funds allocated for reading and English instruction. After a brief explanation of the eligibility requirements, application details, and funding for the reading and English teacher institutes supported by Title 11, there is a more extensive section describing provisions and eligibility criteria for the purchase of materials and equipment as well as information on improvement of supervision.

Johnson, D. W. *The dynamics of educational change*. Sacramento: California State Department of Education, 1963, 32, 181 pp.

A study of the effects of Title III of the National Defense Education Act upon the public schools in California.

Jung, C., Pino, R. F., Emory, R., & Howard, R. *Interpersonal communications*. Tuxedo, NY: Xicom, Inc.

Jung, C., Pino, R. F., & Emory, R. *Interpersonal influence*. Tuxedo, NY: Xicom, Inc.

Jung, C., Pino, R. F., & Emory, R. *Preparing educational training consultants I, II, III.* Portland, Or.: Northwest Regional Educational Laboratory.

Jung, C., Pino, R. F., & Emory, R. *Research utilizing problem solving*. Portland, Or.: Commercial Educational Distributing Service.

Katz, E., Levin, M. L., & Hamilton, H. Traditions of research in the diffusion of innovations. *American Sociological Review*, April 27, 1963, 237-252 pp.

Kester, R. J., & Hull, W. L. *Identification of empirical dimensions of the diffusion process: Interim report*. Columbus, Oh.: The Center for Vocational Education, The Ohio State University, 1973.

Kentucky State Department of Education. *Learning through student activities*. Frankfort, Ky.: Office of Curriculum Development, 1972. (ERIC Document Reproduction Service No. ED 072 537)

The offerings in this publication reflect a new movement toward conceptualizing the student activities program as a valid source of learning that transpires informally within the total school situation. The experiences reported herein provide evidence that

the learnings to be acquired through student activities should no longer be considered supplemental to the formal program of studies, but should rather be viewed as complementary and essential to the full implementation of the goals of the school. Sixteen activity-oriented programs launched by enterprising teachers, students, and/or administrators are described that demonstrate a new commitment to the importance of involving teachers and students in the decisionmaking process.

Kinghorn, J. R. Individually guided education a high school change program. NASSP Bulletin, March, 1974, 58 (380), 24-29.

I/D/E/A's Individually Guided Program pulls together promising practices and new concepts to make a school "everything it could be," claims the author of this article. He describes the elements of this program and how a school can consider adopting it.

Koberg, D., & Bagnall, J. The universal traveler: a soft-systems guide to creativity, problem-solving, and the process of reaching goals. Los Altos, Ca.: W. Kaufman, 1972.

In the tradition of soft-bound catalogues, this one uses a variety of layouts, typestyles, and information to describe important features of the goal-setting, problem-solving, and decision making processes.

LaBarve, M. A community project for continuing education, health, and social services for pregnant school girls. Durham, NC.: Duke Univ. Med. Center, 1969.

The Cooperative School for Pregnant School Girls is a program providing continuing education, health and social services, under the administration of the Durham City Schools system. This report outlines the problem and the needs indicated by research; the organization of community support, the steps in developing and conducting the Pilot Project; data about applicants for the project in 1967-68; the objectives and program outlined in the grant proposal, and the establishment of the Cooperative School in the fall of 1968. Funding came from state aid and from Duke University Child Guidance Clinic. A local church donated the necessary space for weekday use. Criteria for admission was established and 17 girls were admitted. Academic classes were held in the morning with credit given toward graduation. Afternoons were spent on health, social, and enrichment programs. The number of referrals and applications, as well as school and community support confirmed the need for such a program and its successful implementation.

The research reported herein was funded under Title III of the Elementary and Secondary Education Act.

Leeper, R. R. (Ed.). Strategy for curriculum change. (Papers from the First ASCD Seminar on Strategy for Curriculum Change). Washington, D.C.: Association for Supervision and Curriculum Development, 1965, 75 pp.

These papers are generally technical analyses of "strategies" from an organizational viewpoint. They do present some case material as well as quantitative research evidence. Bibliographies are provided by Lionberger and Wiles, but none is given for the entire publication. A summary of major issues is presented. There is no index.

Leeper, R. R. (Ed.). Curriculum change: direction and process. Washington, D.C.: Association for Supervision and Curriculum Development, 1966, 68 pp.

Levine, D. U. & Doll, R. C. Systems Renewal in the Louisville public schools: lessons on the frontier of urban educational reform in a big city school district. Kansas City: University of Missouri, Center for the Study of Metropolitan Problems in Education, 1971. (ERIC Document Reproduction Service No. ED 069 814)

The Louisville Public School District is probably the only large public school district which has systematically begun change on a "systems" basis. Top school officials first made a wide-ranging assessment of the most pressing problems in the district, developed and stated their premises, and then planned two programs. The primary organizational concepts found in Project Focus are team teaching, flexibility in scheduling, role redefinition for teachers and administrators, and community involvement. There are six Focus elementary schools. Project Impact uses the same fundamental organizational concepts as Project Focus. Impact projects are to be found in one senior high, four junior high schools, and three elementary schools. The specific goals of the two programs were as follows: (1) to improve the self-concept of students; (2) to improve pupil achievement in the basic skills of reading, mathematics, and other essentials; (3) to stimulate intellectual curiosity and the self-motivation to learn; (4) to help students become more self-directed and self-disciplined; and, (5) to help students develop satisfying human relationships.

Lickona, T. et. al. Excellence in teacher education. Today's Education, 1973, 62, 89-94.

Article describes a series of different programs designed to provide teachers with leadership training, an increase in their sense of personal control over their environment, and teaching interns with elementary school experience.

Lippitt, G. Organization renewal. New York: Appleton-Century-Crofts, 1969.

This is both a framework for understanding the school as an organization, and a guidebook on how to develop and organize the strategies and procedures of improving and renewing staff and organizational functioning. The role of facilitator and stimulator of renewal is presented. (321 pp., hardcover).

Lippitt, R. School psychology: a resource for elementary and secondary educators. Boulder, Colorado: Social Science Education Consortium, 1975.

This document presents 10 areas of improvement of the quality of education through use of the resources of applied behavioral science. These include curriculum innovation, classroom methods, staff development, school climate, and school-community relations. (54 pp., reprint series)

Lippitt, R., & Lippitt, G. The consulting process in action. Ann Arbor, Mi.: Human Resources Development Associates, 1975.

This is a condensed presentation of the work of both the external and internal consultant, with description of four phases of the consulting process and some fourteen typical foci of consultative interaction and eight different roles of the consultant. (20 pp., reprint from book in preparation)

Lippitt, R., & Schindler-Rainman, E. Designing learning experiences: planning charts. Washington, D.C.: Organization Renewal, Inc. 1973.

This small planning tool provides a conceptual framework, guidelines, and worksheets for the planning of all types of meetings--learning sessions, planning sessions, action planning sessions, etc.

Lippitt, R., Watson, J., & Westley, B. *The dynamics of planned change.* New York: Harcourt Bruce Jovanovich, Inc., 1958.

This is the volume which introduced the concept of "change agent" and "planned change." It presents a comparative analysis of the processes of facilitating change in individuals, groups, organizations, committees and larger systems. The phases of the process of change and resistance to change are analyzed. (312 pp., hardcover)

Lohman, J., & Wilson, G. *Social conflict and negotiative problem solving.* Portland, Or.: Northwest Regional Educational Laboratory.

A series of instructional systems for educators who wish to understand or more effectively manage the group and organizational processes in schools. Each includes materials and experiential-learning activities to be used in workshop settings. Experience in workshops for several products qualifies one as a trainer.

Lortie, D. C. *School teacher: a sociological study.* Chicago: University of Chicago Press, 1975.

An interesting and provocative definition of the nature and content of the ethos of the teaching profession. Concludes with speculations on change that are based on a thorough understanding of schools as social systems.

Maguire, L. M. *The academy for career education: diffusion issues.* Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April 1975. (ERIC Document Reproduction Service No. ED 106 663)

A model experience-based career education program for secondary school students in Philadelphia, called the Academy for Career Education, has been operated by Research for Better Schools, Inc. (RBS), for three years. It utilizes employer/community participants as instructional agents and learning sites for career exploration and specialization, delivers career guidance/counseling services to students, and provides for individualized basic skill instruction. RBS does not regard the program developed for the academy as either a rejection of, or a free-standing alternative to secondary schools, but rather as a program to be used in conjunction with existing programing, and one which has yet to undergo field testing in various environments. The academy's past and future development is considered from a research, development, and dissemination perspective with relation to prototype development, dissemination, diffusion, replication, transportability and nurturance. The effectiveness of the prototype in the developmental setting has been determined and RBS will in the future continue to work with more user organizations towards its dissemination. This work entails its testing and adaptation on various environments, followed by necessary redevelopment. It also entails the testing of the program's diffusion strategy and assumptions, and the development of a change support system.

Maier, N. R. F. *Problem-solving and creativity*. Belmont, Ca.: Brooks-Cole, 1970.

Brings together Maier's extensive research on individual and group problem-solving. Excellent theoretical and research base for thinking about ways to improve the problem-solving effectiveness of school groups.

Mankin, V. Involvement of experienced guidance personnel in a counselor preparation program. *Counselor Education and Supervision*, 1973, *12*, 237-238. (ERIC Document Reproduction Service No. ED 073 674)

A discussion of new developments which have been used by counselor educators at the University of Delaware to utilize the talents of experienced counselors in their counselor education program.

Marchant, J. et. al. Improving English in division 1. *Saskatchewan Journal of Educational Research and Development*, 1974, *4*, 16-22.

Described a program designed to improve each student's ability to discriminate sounds, increase listening skills, improve the use of oral English and indirectly to improve reading abilities (vocabulary and comprehension).

Marien, M. (Ed.). *The hot list delphi: an exploratory survey of essential reading for the future*. Syracuse, N.Y.: Educational Policy Research Center, Syracuse University Research Corporation.

This exploratory report lists 236 books and articles, of which 192 have been rated by a panel of 14 well-qualified futurists.

Marland, S. P., Jr. Marland outlines new education renewal center strategy. *Report on Educational Research*, BVl. 3, No. 25. Washington, D.C.: United States Office of Education, December 8, 1971, 2 p.

McRae, S. I. New dimension of sight and sound in anthropology: a multimedia classroom. *Community College Social Science Quarterly*, 1973, *4*, 16-19.

Considers a new approach to education, one which focused on the anthropological discipline.

Meierhenry, W. C. (Ed.). *Media and educational innovation*. Lincoln, Ne.: University of Nebraska, Extension Division and University of Nebraska Press, 1964, 445 pp.

These symposium papers were presented from several different fields and express viewpoints from both theory and practice. Thus, they are loosely linked by "education" and "media," though the variety of approaches to these topics is interesting.

Melcher, R. D. A school district learns its 3-R's by clarifying its ABC's. *Thrust for Education Leadership*, 1974, *3*, 2-11.

This paper describes the utilization of the MRG process within the twenty-six schools only, some of the changes and innovations that have occurred, and how the methodology for implementing the MRG process has been transferred from the consultants to the district.

Michigan Department of Education. *Research implications for educational diffusion, major papers presented at the National Conference on diffusion of educational ideas, East Lansing, March, 1968.* Lansing: Michigan Department of Education, 1968, 181 pp.

These papers are primarily conceptual or interpretive summaries with the exception of Nan Lin's contribution on research methods, which is a report of his work. There is an introduction, but no index. Bibliographies are presented with each paper.

Miles, M. *Learning to work in groups: a program guide for educational leaders*. New York: Bureau of Publications, Teachers College, Columbia University, 1959.

Although it is an older book, this one still contains excellent suggestions and examples for group leaders on how to make groups more satisfying and effective.

Miles, M. (Ed.). Innovation in education. New York: Teachers College, Columbia University, Bureau of Publications, 1964.

Considers the theory, research, actual case studies, and principles that apply to innovation in education. Describes the American educational system as a setting for change in a way that's valuable both to researchers and practitioners. A basic source book. (689 pp., hard cover)

Miller, P. L. Innovation and change in education. Educational Leadership, 1970, 27, 339-340.

The major factors aiding and impeding educational change are discussed.

Miller, R. I. (Ed.). A multidisciplinary focus on educational change. Lexington, Ky.: Bureau of School Service, College of Education, University of Kentucky, 1965, 83 pp.

These papers presented at a conference for elementary school principals exemplify one valid approach to defining the problem of change in education. No summarizing section is included, but a 23 item selected bibliography is provided as are references from the individual chapters.

Miller, R. I. (Director). Catalyst for change: a national study of ESEA Title III (PACE) reports of special consultants. Washington, D.C.: United States Government Printing Office, 1967, 557 pp.

These papers were presented before the U.S. Senate Subcommittee on Education. The first section is the study report of Richard I. Miller's research on ESEA Title III in its first year. The other papers are by consultants in areas which dominated Title III funding to that time. Summaries of the recommendations in both sections are provided.

Miller, R. I. (Ed.). Perspectives on educational change, New York: Appleton-Century-Crofts, Division of Meredith Publishing Co., 1967, 392 pp.

This book may serve school administrators and state department officials interested in the process of innovating, especially with respect to team teaching and non-gradedness. It should also interest those planning graduate courses in education. Specialists in educational change may find some chapters quite interesting. A balance has been sought between theoretical and research aspects of change and those relating more directly to actual situations through case studies. Miller begins with an overview of educational change and ends with some very lucid observations and suggestions on this topic. There are many figures and diagrams to illustrate concepts discussed in the text. There is an appendix which lists some of the ongoing activities across the United States that are being directed toward educational change. There is no formal bibliography and no index.

Morgan, R. Man: a course of study. *Forum for the Discussion of New Trends in Education*, 1973, *16*, 15-17.

Article described and then commented on a project and its effects on children and teachers after it was implemented. The project was a social studies course aimed at students aged 9 to 13.

Morrison, J. L., & Swora, T. Interdisciplinarity and higher education. *Journal of General Education*, 1974, *26*, 45-52.

Article stressed the need for development of interdisciplinary programs, how that curriculum development will chance the university and the relationship between students and teachers.

Moss, B. R. (Ed.). *Health education. A guide for teachers and a text for teacher education.* Washington, D.C.: National Education Association, 1961. (ERIC Document Reproduction Service No. ED 079 641)

This fifth edition of "Health Education" is offered as a guide to the changing concepts of teaching in the health field. The authors believe that the full potential of health education can be realized only when school, home and community programs are interrelated. This volume serves as a source book for teachers, a text for teacher educators, and a reference tool for others in professions related to the school health field. With a companion volume, ("School Health Services and Healthful School Living," 1953, 1957), this book: (1) offers a comprehensive view of the school health program--education, service, and environment; (2) reviews the progress and problems of health education, with attention to its scope and scientific bases; and (3) discusses the health characteristics of children and adolescents along with attitudes and behavioral changes. The publication places emphasis on curriculum development and health education at various levels of schooling from kindergarten through college and adult education, and offers suggestions for instructional materials and resources.

Maryland University. Innovation in law enforcement. *Criminal Justice Monograph*. Selections from National Symposium on Law Enforcement Science and Technology, May 1972. College Part, Md.: Institute of Criminal Justice and Criminology, 1973. (ERIC Document Reproduction Service No. ED 083 428)

This monograph presents a variety of approaches to the practical problem of introducing change into law enforcement agencies. The papers deal with changing the rhetoric of "professionalism," political factors affecting public safety communications consolidation, the climate for change in three police departments (college, suburban, and capital cities), some observations on the change process in the police field, police manpower scheduling by computer, changing urban police, demonstration projects, development of a model career path system for police, and the four day/forty hour work week. Charts, diagrams, and bibliographies are included.

Mullaney, D. R. Crash programitis. *American Vocational Journal*, 1969, *44*, 94-96.

National Association of Secondary School Principals. Changing Secondary Schools. *The Bulletin*, 1963, *47*, 168 pp.

The first section of this issue is devoted to conceptual analyses of change in schools. The second contains descriptions of types of changes (e.g., curriculum) or of specific innovations (e.g., flexible scheduling) followed by lists of high schools attempting that change and a description of the program of each.

Nelson, A. H., & Parker, A. Program development for new and emerging technical occupations. *Journal of Research and Development in Education*, 1974, *7*, 65-79.

In order to serve youths and adults who could benefit from technical education, Technical Education Research Centers were established. This article described the program development of four projects under TERC.

Nelson, C. L. Agricultural education in transition: a national seminar. *Agricultural Education Magazine*, 1971, *44*, 34-35.

Summary of a national conference which addressed itself to the needed changes in agricultural education.

Nelson, D. E. *Orienting students to an individualized educational system of the 70's.* Paper presented at the American Personnel and Guidance Association Convention, New Orleans, March 22-26, 1970. (ERIC Document Reproduction Service No. ED 040 430)

As part of the activities related to the development and evaluation of a comprehensive guidance system geared primarily to systems of individualized education now being implemented, an experimental investigation was initiated in an attempt to meet a postulated cluster of student orientation needs associated with successful adaptation to such a system. Involving students from two grade levels, two orientation programs were formulated. Results failed to support the major hypothesis that students exposed to a comprehensive orientation program would perform more effectively in the system, possess greater knowledge of the system, and exhibit more favorable attitudes toward it than students exposed to a very brief orientation program. The primary value of the investigation and its results was to point out both positive and negative features of past and current research regarding the orientation of students to educational innovations in general.

Odden, L. R. A case in point: the Taft School. *Independent School Bulletin*, 1974, *34*, 47-49.

Author provided an assessment of his experience with organizational development at the Taft School, Watertown, Connecticut.

O'Connell, C. M. Assessing innovation in New England's schools. *Educational Technology*, 1971, *11*, 52-54.

A description of a project which undertook a study to identify components of the process of innovation in the areas of curriculum technology and administration.

Ohio State University. *Report of a national seminar on agricultural education. A Design for the Future, July 22-August 2, 1963.* Columbus, Oh.: National Center for Advanced Study and Research in Agricultural Education, 1963. (ERIC Document Reproduction Service No. ED 021 964)

The seminar objectives were to (1) become further acquainted with the report of the President's Panel of Consultants on Vocational Education, (2) become familiar with promising developments and innovations in agricultural education, (3) crystallize thinking concerning new directions and orientations for vocational agriculture, (4) examine leadership roles, and (5) develop a suggested agenda for state staff action. The seminar was attended by 76 state supervisors and teacher educators and 22 consultants. Four task force reports were presented on developing effective leadership patterns, research and program development, expansion and extension of programs, and effectively assisting teachers. Consultants and participants presented 23 speeches encompassing various aspects of agricultural and vocational education. A statement concerning the role of agricultural education in the public schools was developed by participants during the seminar. Purposes of agricultural education, according to the statement, are to contribute to the broad educational objectives of the public schools, and to provide education for employment in agriculture. Vocational education in agriculture was recommended for high school students, post-high school youth, working youth and adults, and youth and adults with special needs who may engage in agricultural occupations.

Ontario Institute for Studies in Education. Emerging strategies and structures for educational change. Toronto: The Institute, 1966, 177 pp.

These papers, along with the reactions to them and group discussions, were part of the first anniversary conference of OISE. Authors often use case examples from experience, but no quantitative research is reported. A 17-item bibiliography on R and D Centers is provided, but there is no footnoting, index summary, or other bibliography.

Passow, A. H. Social deprivation and change in education: American action and reaction. (ERIC Document Reproduction Service No. ED 062 456)

It is not easy to describe American efforts during the past dozen or so years aimed at improving the quality of education for all, with particular attention to those termed "the disadvantaged." The difficulties stem from the diversity of activities and programs, the ebb and flow of various efforts, the responses and resistances to legislative and judicial actions, the thrust of research and development programs, and the intricate interrelationships of political and societal forces affecting education. Several approaches might be taken in describing and analyzing the American experience. One might focus on the major pieces of legislation enacted since the Kennedy era. Another focus might be on a number of reports and studies produced in recent years which studied conditions and recommended policies affecting educational programs and school organization. A third focus might be on the hypotheses or theoretical bases or explanations--implicit or explicit--which have been advanced to account for the problems of the disadvantaged and which underlie various strategies for intervention in the home, school, and community. Yet another focus might be on the patterns of programs and projects aimed at improving educational opportunities and performance of the disadvantaged.

Pellegrino, J. Collision or conversion? *School Shop*, 1973, *32*, 64-65; 81.

Guidelines useful in introducing career education into a curriculum.

Perry, P. Innovation in further education. *Trends in Education*, 1974, *34*, 32-35.

Author discussed further education as a focus for experiment and innovation and stressed that true implementation of new ideas cannot be taken for granted.

Pfeiffer, J., & Jones, J. E. (Eds.). *The annual handbook for group facilitators*. LaSalle, Ca.: University Associates, yearly editions.

These books contain structured experiences for all kinds of change agents to use, instruments, lecturettes, and book reviews. Excellent sources for ideas of what can be done and how to do it.

Phelps, J., & Arends, R. I. *Helping parents and educators solve school problems together*. Eugene, Or.: CEPM, University of Oregon, 1973.

Describes the entry procedures, diagnostic techniques, and design characteristics of a change effort involving both parents and educators as clients. Particularly useful for explaining how helpers with varying degrees of insidedness can team to promote system change.

Place, I. Vocational education. *Delta Pi Epsilon Journal*, 1971, *14*, 17-23.

With renewed interest in vocational education being generated through Federal legislation and a program of support funds, current trend is to intensify, enlarge, and improve vocational education programs.

Politzer, R. L. *The impact of linguistics on language teaching: past, present and future*. Speech given at State Foreign Language Conference, Gearhart, Oregon, November 16, 1963. (ERIC Document Reproduction Service No. ED 029 524)

In this article the influence of linguistic science on language teaching is traced from the mid-nineteenth century through the present. The earlier concepts of universal logical grammar, formal discipline, and transfer of training are explained. Linguistic development is charted through behaviorism and formal analysis to the combination of mimicry-memorization and pattern practice now in vogue. Cited as recent trends are programed instruction and transformational grammar. Also stressed is the role played by contemporary educational theory and national attitudes in language teaching styles.

Price, R. G. Business education: innovations and needs. *Delta Pi Epsilon Journal*, 1971, *13*, 18-29.

Lack of standardization of terminology in business education, curriculum problems, and outmoded preparation of business teachers are among major problems of business education today.

Rasmussen, R. *The product as change agent: advantages and limitations*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 3-7, 1972. (ERIC Document Reproduction Service No. ED 063 550)

This paper describes the efforts of the author and others to develop and field-test a kit of materials and activities which an elementary school faculty might use to improve problem solving in its school and classrooms. The development of the "Problem Solving School" or "PSS" program handbook at the Institute for the Development of Educational Activities (IDEA) is discussed. The program takes 20-30 hours of faculty time and is oriented toward problem solving in the classroom and in the school as a whole. Several schools accepted the program on an experimental basis; the experiences of four such schools are discussed.

Indigenous leadership of the training activities is basic, and little reliance is placed on outside consultant skills because the latter is so difficult to find and may encourage dependence. A bibliography of survey articles comparing alternative approaches to organizational change is presented.

Read, J. et. al. *Socioeconomic implications of bilingual education on the Navajo reservation.* Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., March 30-April 13, 1975. (ERIC Document Reproduction Service No. ED 104 604)

Bilingual education programs are usually evaluated by means of educational testing instruments whose validity and reliability is such that conclusive findings are unlikely. In reference to Navajo bilingual education evaluation, it is particularly important that consideration be given to the economic, sociological, political, cultural, and psychological context in which the program is developed, as the Navajo Nation is experiencing social change. For example, if the Navajo Division of Education meets its goal of producing 1,000 Navajo teachers in 5 years, the socioeconomic impact of teachers coming back to the reservation from mainstream society may well alter reservation communities. The bilingual Navajo teacher may serve as a change agent or "cultural broker," for he will undoubtedly bring some mainstream values back to the reservation which could influence the sociological, socioeconomic aspect of reservation life and ultimately the development of bilingual programs. It is important, therefore, that key social factors affecting bilingual programs be identified. A more concrete goal would be to construct matching typologies--types of communities which give rise to types of sociolinguistic situations leading in turn to types of bilingual programs.

Reed, J. Curriculum revision based on objectives. *Catalyst for Change*, 1975, *4*, 9-11, 19.

Description of a long-range plan for program improvement and curriculum revision through the development of exit-level student objectives for each course and grade level.

Rhode Island State Dept. of Education. *The role of the program development and diffusion consultant as an education extension agent.* Providence, R. I.: Division of Academic Services, 1973. (ERIC Document Reproduction Service No. ED 082 365)

In this paper, a general conceptual framework for the role of consultant in the Bureau of Program Development and Diffusion as an education extension agent is presented. The key elements of the definition are (1) service, (2) local school system advocacy, and (3) developmental leadership. The operational definitions for each are viewed as relatively fixed. However, each consultant, through future inservice training and considerable introspection, will elaborate his own day-to-day style. In the final analysis, there is no set role definition applicable to every consultant. Each consultant must, therefore, operationalize his own role.

Rich, L. The teacher as change agent. *American Education*, 1973, *9*, 9-13.

In New York State, a spry venture called Project Change seeks to reinvigorate early childhood education by revitalizing the teacher.

Ringer, W. B. *Adult education organizations relative to program development affecting innovative procedures and flexibility to change*. Chicago: Univ. of Chicago, 1968. (ERIC Document Reproduction Service No. ED 030 076)

Five bureaucratic characteristics of organizations determined by the perceptions of staff members in 45 Cooperative Extension Service organizations and obtained through a mailed questionnaire, were compared with organizational innovativeness in program development as demonstrated over the past five years and reported by 53 raters composed of extension administrators responsible for programs on a state and national basis. When tested individually, the dimensional bureaucratic administrative characteristics--"hierarchy of authority," "rules and procedures" and "interpersonal relations" were not significantly related to innovation. Forty-nine percent of the variation in innovation was found to be attributable to four variables which were grouped in pairs--"rules-rewards" and "personnel-budget" or "resources." "Rewards of Office" and "rules and procedures" when tested as grouped or combined variables in regression analysis, proved to be significantly related to innovation. The human and material resources possessed by an organization were significant predictors of innovation. Letters and questionnaires used in the study and a bibliography are included in the appendix.

Roberts, W. G. Project SEARCH: experiential learning about development process. *Alberta Journal of Educational Research*, 1971, *17*, 215-229.

This article outlines some of the significant events to date in a two-year history of a project which has produced attempts to (1) individualize instructional programs, (2) utilize film making in the teaching of English, (3) make driver training readily available, and (4) strengthen the bonds between the school and the community.

Rogers, E. M. Diffusion of innovations. New York: The Free Press, 1962, 367 pp.

The author reviews more than 600 publications principally in sociology, but also in such fields as anthropology, economics, education, speech, industrial engineering and history. The innovations studied range from hybrid corn and 2,4D weed spray among farmers to antibiotic drugs among doctors from land axes among primitives to new manufacturing techniques among industrial firms. Findings in these areas are synthesized into an intelligent discussion on the nature of the spread and adoption of innovations. Rogers begins with a brief introduction on the topic and concludes with some generalizations in the form of one-liner statements and hypothesis on the nature of diffusion. Each section contains a concise summary section. The comprehensive bibliography is subdivided into general and diffusion research studies. An index is provided. Although this book is not aimed at the educational practitioner, it remains an interesting extra curricular piece of reading material in terms of its perspective on the spread of innovation.

Rogers, E., & Shoemaker, F. F. Communication of innovations. New York: The Free Press, 1971.

Rosenau, F., Hutchins, L., & Hemphill, J. Utilization of NIE output. Berkeley, Ca.: Far West Laboratory for Educational Research and Development, 1971.

Ross, D. H. (Ed.). Administration for adaptability. New York: Metropolitan School Study Council, Teachers College, Columbia University, 1958, 643 pp.

This book reviews studies of the adaptation process in school systems from the 1930's through 1957. They were primarily the work of Paul Mort. "A source book drawing together the results of more than 150 individual studies related to the question of why and how schools improved".

Rossi, P. H., & Biddle, B. J. (Eds.). *The new media and education: their impact on society*. Chicago: Aldine Publishing Company, 1968, 417 pp.

These papers review quantitative research in media usage for the prediction and prescription of the future of educational media. The editors' introduction provides an overview of the topics, and an orientation to the issues involved in the utilization of media for education. The book would be a useful reference for educators in evaluating media policies or programs. The bibliography, containing approximately 300 items, includes numerous reports of experimental and empirical research on specific media and media usages. An index is provided.

Rubin, L. J. (Ed.). *Improving in-service education*. Boston: Allyn and Bacon, Inc., 1971.

This is a collection of papers about problems and approaches to on-the-job learning for teachers. It is a good basic resource book on the rationale and designs for teacher professional development. (284 pp., hardcover)

Ryan, T. A., & Zeran, F. R. *Organization and administration of guidance services*. Danville, Il.: Interstate Printers and Publishers, Inc., 1972. (ERIC Document Reproduction Service No. ED 069 923)

The organization and administration of guidance services must be person-oriented and future-directed, utilizing a systems approach for developmental planning and evaluation in order to satisfy demands for accountability in education. Focusing specifically upon systems analysis, ST-benefit analysis, computer-assisted counseling and related services, careers for women, and career development and decision-making in general, the text includes student exercises, numerous educational and guidance objectives, and an index. The 12 chapters deal with: (1) an overview, (2) a systems approach to guidance management, (3) individual analysis services, (4) information services, (5) career development and decision-making education, (6) placement and work-experience, (7) followup, (8) counseling service, (9) roles and responsibilities, (10) evaluation of guidance services, (11) functions: constraints and actualizers, and (12) selection criteria, preparation, and certification of guidance personnel.

Sarason, S. B. *The culture of the school and the problem of change*. Boston: Allyn and Bacon, Inc., 1971.

An excellent explication of the importance of treating the school as a complex social system if meaningful change is to occur.

Schein, E. H. *Process consultation: its role in organization development*. Reading, Ma.: Addison-Wesley Publishing Co., 1969.

This is a pioneering book on the various types of process problems (e.g., decision-making, leadership, intergroup, member roles, etc.) which effect efficient task work in any organization, and an exploration of the various kinds of consultation that can help cope with these difficulties. (147 pp., paperback)

Schindler-Rainman, E., & Lippitt, R. *Team training for community change: concepts, goals, strategies and skills*. Fairfax, Va.: LRC, 1972.

This is a case study of a team training extension course, University of California, Riverside, with detailed description of training designs and tools, procedures for supporting team action in the community, and evaluation of results. School system teams were part of the program. (75 pp., paperback)

Schindler-Rainman, E., & Lippitt, R. *The volunteer community: creative use of human resources*. Fairfax, Va.: LRC, 1975.

With the great increase in the school volunteer movement, and the concern for the involvement of the community in the life of the school, this is the first basic book on the recruiting, training, and rewarding of volunteers. (148 pp., paperback)

Schmuck, R. A. *Incorporating survey feedback in OD interventions*. Eugene, Or.: CEPM, University of Oregon, 1973.

A thorough explication of principles to follow during formal data collection. Explains how the consultant gains insights and provides feedback to clients.

Schmuck, R. A., Arends, J., & Arends, R. I. Tailoring consultation in organization development for particular schools. *The School Psychology Digest*, 1974, *3*, 29-40.

Provides a step-by-step approach for making entry, diagnosing systems, and designing interventions for schools. The sixteen guidelines treat the topics of chapter four in greater detail.

Schmuck, R., Chesler, M., & Lippitt, R. Problem solving to improve classroom learning. Chicago: Science Research Associates, 1966.

This resource booklet comes out of intensive consultation with many teachers in different elementary and secondary teaching situations, including cross-cultural and inter-racial groups. Procedures for involving students in diagnosing and improving their own classroom life, setting goals, and evaluating progress are presented. (88 pp., paperback)

Schmuck, R. A., & Miles, M. B. (Eds.). Organization development in schools. Palo Alto, Ca.: National Press Books, 1971.

A collection of empirical studies of change projects using organization development strategies. Several of the studies include descriptions of entry, diagnosis, and design procedures. (264 pp., paperback)

Schmuck, R. A., Runkel, P. J., Saturen, S. L., Martell, R. T., & Derr, C. B. Handbook of organization development in schools. Palo Alto, Ca.: National Press Books, 1972.

The most complete source of theory and technology for consultation using organization development strategies. Spells out a theory of schools as social systems and includes questionnaires, exercises, and designs that can be used.

Schmuck, R. A., & Schmuck, P. A. A humanistic psychology of education: making the school everybody's house. Palo Alto, Ca.: National Press Books, 1974.

This is practical inspiring reading about the basic principles and methods of humane education. The approaches to learning, classroom climate, teacher role, and school building operation all fit together into a feasible picture of what education could be for our children--and their parents. (387 pp., paperback)

Schmuck, R. A., & Schmuck, P. A. Group processes in the classroom. (2nd Ed.). Dubuque, Ia.: William C. Brown, 1975.

Thorough review of group dynamics literature as it applies to the classroom as a learning group. Includes action ideas and hints for those who would intervene to improve classroom climates. (217 pp., paperback)

Selden, W., & Swatt, K. A. Pressures for change in a new decade. *Journal of Business Education*, 1971, *47*, 24-26.

This article is an attempt to focus upon the many changes which undoubtedly will take place and to discuss some of those issues considered significant.

Selman, G. R. *A decade of transition: the extension department of the University of British Columbia: 1960-1970.* Occasional Papers in Continuing Education, No. 10, April, 1975. Vancouver, B.C.: Center for Continuing Education, 1975. (ERIC Document Reproduction Service No. ED 109 488)

The paper describes and analyzes the changes in the University of British Columbia extension program in the 60's resulting from action by the university administration. The history of the program is surveyed through an examination of its three directors and their accomplishments and policies. The role of the department was to promote and foster adult education in British Columbia. The program has expanded into areas of professional continuing education and has created closer ties with other faculties within the university. The early 60's experienced growth, development, and increased emphasis on programs for professional people. Much of the data are drawn from department reports and reviews. The late 60's experienced budget cuts and new directions in which nondegree work was visualized as lower in priority than graduate programs. However, the emphasis moved toward upgrading the intellectual content of the program as well as establishing new programs designed for Indians and women. Priorities under a new director were aimed at cooperation in policy decisions, broadening part-time study, developing professional continuing education, easing budget cuts in nondegree courses, and furthering cooperation with other faculties. Recommendations for the 70's include changing the term "extension education" to "continuing education" and stress continued response to public interests.

Shaw University. *Meeting today's challenge in teacher education.* Raleigh, N.C.: Shaw University, 1971. (ERIC Document Reproduction Service No. ED 050 022)

This is a brief progress report on the development of a comprehensive program for training elementary teachers at Shaw University which evolved out of an intensive study of the CETEM models. Although Shaw's resources do not lend themselves to the development of elaborate individualized instruction modules, some features will be incorporated in the program. Screening of applicants on past academic performance and evidence of rapport with children will also be added. Individualized instruction is being strengthened and opportunities provided for developing awareness, group interaction, diagnosis of individual needs, and self-development. Human relations skills are also being stressed, together with professional decision-making competencies. The elementary teacher education program is being changed to meet (1) increased emphasis on vocational education, (2) increased tension between education and the general public, (3) increased attention to the individual, (4) increased autonomy at each major level of education, movement toward a more interdisciplinary curriculum, (5) increased involvement with the total environment, and (6) greater emphasis on relevance in learning. The four areas in which major changes must take place are (1) professional laboratory experiences and student teaching, (2) inservice training, (3) methodology and strategy, and (4) expectations and demands of the teacher.

Shuster, S. K., & Fay, L. C. Historical developments leading to change in teacher education. *Viewpoints*, 1974, *50*, 1-22.

Sieber, S. D., & Lazarsfeld, P. F. *The organization of educational research in the United States*. New York: Bureau of Applied Social Research, Columbia University, 1966, 364 pp. plus appendices.

This report of a study conducted among administrators of educational research units is lengthy and rather technical. However, it is an interesting analysis of leadership and its influences on educational research *in the university setting*.

Silverbank, F. Creating the climate for successful innovation. *Clearing House*, 1973, *47*, 239-241.

Author provides a background for William's article, "English Electives Evaluated," which appeared in the May 1973 issue of CH and which gives special meaning to it.

Simon, S., Howe, L., & Kirschenbaum, H. *Values clarification: a handbook of practical strategies for teachers and students.* New York: Hart, 1972.

The plans and strategies to be used by teachers in their classrooms can easily be adapted by consultants for use in other settings.

Simons, H., & Davies, D. *The counsellor as consultant in the development of the teacher-advisor concept in guidance.* Paper presented at the Canadian Guidance and Counselling Association Convention, Toronto, Ontario, June 1971. (ERIC Document Reproduction Service No. ED 057 385)

In this article, the authors present and envisage the use of teachers, administrators, and community agencies in an overall guidance program for a particular school. Utilization of this innovation has been coined as the "teacher-advisor concept." The central consideration of this proposal is to view student orientation as the primary goal and subject orientation as the secondary goal (i.e., teachers must realize that the student as an individual is more important than "covering the course"). If a friendly and concerned (or interested) relationship can be developed between each student and one of his teachers (whom we label a "teacher-advisor"), then many of the student's concerns can be handled without directly involving a counsellor. Any situations which the teacher-advisor feels he cannot comfortably or adequately handle could then be referred to a counsellor. The mechanics of the teacher-advisor model (and some modifications of it) are discussed with particular emphasis on pitfalls to watch for, complications which may arise and the kinds of provisions necessary for flexibility and change.

Smith, N. B. The future of our current issues in reading. *International Reading Association Conference Proceedings Pt, 2*, 1968, *13*, 464-487.

Projects the role of 17 current issues in reading into the time period of 1985-2000. Suggests humaneness as a common denominator for the future development of all. Bibliography.

Southeastern Education Lab. *Contractors' request for continued funding*. Atlanta: Southeastern Education Lab., 1970. (ERIC Document Reproduction Service No. ED 057 013)

This document includes a summary of the Laboratory's activities for the year ending November 30, 1970; the Laboratory's objectives and plans; and a proposed budget for the year ending November 30, 1971. There are seven major sections: (1) an introduction describing the Laboratory's role, specific target area of the educationally disadvantaged from the early childhood years through elementary school in Georgia, Florida, and Alabama, and process for engineering change; (2) the research and development processes; (3) a Laboratory overview consisting of a detailed operations matrix; (4) Laboratory programs including the communication skills program, preschool program, and program support activities; (5) budget summaries including rationale, resource allocations, and summaries of costs; (6) operational definitions; and (7) appendices including the Laboratory organization charts, lists of governing boards and advisory bodies, charts of cooperative relationships for each program, the 1970 publications and reports index with definitions of the types of publication and a supplementary list of publications still available, and an equal employment opportunities report form.

Spaulding, S. New developments in education for the seventies. Paper presented at the Third International Reading Association World Congress on Reading, Sydney, Australia, August 7-9, 1970. (ERIC Document Reproduction Service No. ED 046 649)

Theories relating to proposed improvements in education are discussed. Changes in curricula, contributions of fields such as psychology, and issues currently being debated are given consideration. Innovative models and approaches are proposed, and several interesting speculations are offered related to the future of education. Following the discussion of theory, a number of currently used programs are described. Among them are The Baldwin Whitehall School experiment with individualized instruction in Pennsylvania, the Texarkana/Dorsett performance contract, educational TV systems in El Salvador and the Ivory Coast, an open university in Great Britain, and a systems approach to reforming Indonesian education. Several proposals for improving teacher education are included in the final section along with the mention of programs already in existence.

State Univ. of New York, Albany. The articulation of secondary and postsecondary education: a statement of policy and proposed activities. Albany, N.Y.: Office of the Regents, 1974. (ERIC Document Reproduction Service No. ED 103 759)

This brief statement of policy and proposed action by the regents of The University of the State of New York covers a wide variety of situations from the high school graduate who requires additional occupational training in noncollegiate institutions to the secondary school student who is headed for college and graduate school. A discussion of the problems of discontinuity is presented, followed by a description of potential forces for change. Four broad goals of the regents are listed, and their recommendations are outlined and broken down into six areas of concern. In order to implement these recommendations fully, action needs to be taken at the local, regional, and state levels. The statement concludes that the articulation process is never completed. Review and revision of procedures, reorientation of personnel, and continuing communication between sectors of the educational system are all necessary for the success of the articulation program.

Stein, H. Volunteers as change agents. *Adult Leadership*, 1971, *20*, 93-94, 113.

All concerned citizens are volunteers. Only when they organize together can change be achieved.

Thelen, H. A. *Education and the human quest*. Chicago: University of Chicago Press, 1960.

One of the most exciting volumes for any teacher or administrator on what quality education is all about, and what it could look like in action if we "put it all together." (228 pp., paperback)

Thiagarajan, S. Design and development of a program for attitude change. *NSPI*, 1969, *8*, 10-11.

Describes a program intended to assist family-planning workers in India overcome their reluctance to use "dirty words when teaching illiterate villagers contraceptive techniques. Project supported by Health and Family Planning Division of the USAID, New Dalhi, India.

Thompson, J. D., Hawkes, R. W., & Avery, R. *Truth strategies and university organization*. A paper read at the American Sociological Association meeting, New York, 1960.

Tittle, C. K. *Program priorities in teacher education*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1972. (ERIC Document Reproduction Service No. ED 064 237)

As part of a project to develop recommendations for program developments in teacher education, a number of program proposals were developed by members of the Committee on National Program Priorities in Teacher Education (CNPPTE). Abstracts of the program proposals were prepared and circulated to critics who were asked to rate separately the major ideas in the abstracts. The purpose of the ratings was to guide the development of final Committee recommendations and to assist Committee members in further development of individual program proposals. The list of critics to review and rate ideas was developed from names submitted by CNPPTE members and U.S. Office of Education staff. The reviewers represented school and community groups, school administrators and teachers, critics of teacher education, associations for professional groups in education, and university faculty and administrators. A total of 70 abstracts was mailed and 38 were returned. Reviewers also suggested ideas which they felt had been overlooked. Results indicated three items rated as critical concerns by 80 per cent of the reviewers: establishment of performance-based teacher education programs, development of measuring instruments for knowledge, skills and observation of teaching methods and personalization of teacher training programs. Five additional items were rated critical by at least 60 per cent of the group. Additional suggestions and concerns are included. (Related Document 005 318)

Trump, J. L. The mythology and reality of change: from the vantage of the model schools project. *North Central Association Quarterly*, 1974, *48*, 301-305.

Article provided an outline of some of the factors that influence change with the goal that others may profit from these experiences, or at least, think more deeply about what they are doing.

Tuma, M. R. Implementing a program in developmental guidance and counseling. *Personnel and Guidance Journal*, 1974, *52*, 376-381.

The author applies the term "change agent" to the counselor and tells how one goes about making major changes in a school or other social system. She describes her early frustrations, her exposure to a "theory" of change, and the step-by-step application of the same--including how her plans had to change to meet the changing reality.

U.S. Commission on Civil Rights. *National Conference on Equal Educational Opportunity*. (#0-296-941). Washington, D.C.: U.S. Government Printing Office, 1968, 806 pp.

Vance, J. C. *National institute on the role of youth organizations in vocational education, Lawrenceville, Pa., August 11-15, 1969, final report, part II*. Trenton, N.J.: New Jersey State Dept. of Education, Division of Vocational Education, 1971. (ERIC Document Reproduction Service No. ED 058 463)

Supervisors, educators, and students from 40 states and Puerto Rico participated in an institute designed to communicate new concepts and procedures in youth organizations to potential change agents. Through participation in task force activities, institute members: (1) developed guidelines and models, (2) identified commonalities, (3) determined leadership activities, (4) defined areas of research, and (5) explored the guidance, evaluation, and cost benefit aspects of vocational education youth organizations. Also, participants developed individual programs of action for implementation in their home setting. To determine progress made in implementing the programs of action, a followup survey gathered information on such points as: (1) providing training for educators, (2) training students for leadership, (3) promoting junior high involvement, (4) improving public relations, (5) enrolling handicapped and disadvantaged, and (6) doing research on student outcomes. A significant finding of the survey was that only a few participants had initiated activities to enroll handicapped and disadvantaged students in vocational education youth organizations. A followup institute was recommended to deal in greater depth with identified problem areas. Part I of this report is available as ED 044 527.

Walton, R. E. *Interpersonal peacemaking: confrontations and third-party consultation*. Reading, Ma.: Addison-Wesley, 1969.

Another book in the Addison-Wesley series, this one provides guidelines and principles for those who help others surface and manage conflict.

Wanous, S. J. Secondary school programs. *National Business Education Yearbook*, 1970, *8*, 310-315.

Watson, G. (Ed.) *Change in school systems*. Washington, D.C.: National Training Laboratories, 1967.

Includes descriptions of schools as social systems with particular properties, a strategy for changing school systems, and a description of the change-agent role within school systems.

Watson, G. (Ed.). Concepts for social change. Washington, D.C.: Cooperative Project for Educational Development by National Training Laboratories, NEA, 1967, 115 pp.

This book is one of 2 volumes produced by COPED for "the exploratory development of models of planned change in education." It attempts to develop the core ideas about planned change with emphasis on resistance to innovation and strategies for planned change. No index is provided, yet many of the chapters contain bibliographies which may prove helpful.

Wedemeyer, C. A. The open school: education's Runnymede? Educational Technology, 1972, 12, 65-68.

A discussion of the concept of open education, of its treat to traditional education, and of possible barriers to the implementation of an open education system.

Westby-Gibson, D. Inservice education--perspectives for educators. Berkeley, Ca.: Far West Lab. for Educational Research and Development, 1967. (ERIC Document Reproduction Service No. ED 015 161)

This review of current literature on inservice education covers 184 items ranging from newspaper articles through journals to books and fugitive materials during the 1950-1967 period. Research is discussed in terms of the social setting in which the school is placed and the setting the school produces. The interactions between teacher and school are considered. The foregoing is then related to the processes of change in the school. Under the rubric of recent innovations that aid educators in inservice education practices, various new practices and devices are discussed, such as the use of (1) systems analysis, (2) interaction analysis, (3) microteaching, (4) sensitivity training, (5) various electronic media, from movies to computers, and (6) the diversification of staff and its duties. The problems of decision-making and leadership in inservice programs are dealt with, with emphasis on sound preparation and rigorous evaluation. The teachers of the disadvantaged are seen as a special case, needing sensitizing to their particular clientele. There is an extensive bibliography, and appendices dealing with (A) research in new media for inservice education (presented in tabular form) and (B) a comparison of videotape and films.

What schools are doing. National Schools, 1970, 85, 54-58.

Experimenting with curriculum shifts, expanded computer roles, new plans for student involvement, and specialized guidance programs, individual schools are turning up some thoughtful and effective solutions for old classroom problems.

Williams, R. C. IMTEC--an international change strategy. *UCLA Educator*, 1974, *17*, 10-14.

Discussed the development of a project entitled International Management Training for Educational Change, which focused on educational innovation and on sharing information among countries.

Winters, P. R. Are we accepting the challenge to change? *Agricultural Education Magazine*, 1970, *43*, 87.

Woodring, A. J. *Establishing an individualized reading program-rhetorical and analytical approaches, upper elementary grades.* (ERIC Document Reproduction Service No. ED 019 188)

Rhetorical and analytical approaches for establishing a comprehensive individualized reading program are presented. The assumption that if the experiences are pleasurable, the child will continue to read is basic to the total approach. The structure of the program and procedures for determining the child's recreational, instructional, and frustration reading levels are described. Directives are given for pupil orientation and for teacher guidance of the individualized approach. Plans provide for reading materials, skill-building exercises, small group instruction, and conferences for the evaluation of pupil progress. Samples of records, skill-building exercises, and directions for implementing them are included.

Woods, T. E. *The administration of educational innovation*. Eugene, Or.: Bureau of Educational Research, School of Education, University of Oregon, 1967, 61 pp.

Woods describes the process of planned change from the point of view of the school superintendent. It is presented in a style that is very easy to comprehend, yet despite its simplicity it is a complete description of the change process. There is no index, yet the bibiligraphy is geared specifically to the practitioner. There are many references to quantitative research studies. The concluding chapter consists of a series of one-liners which summarize the points made throughout the monograph, which may be used as a framework for change plans.

Zaltman, G., Duncan, R., & Holbek, J. Innovations and organizations. New York: John Wiley and Sons, 1973.

Zaltman, G., Kotler, P., & Kaufman, I. Creating social change. New York: Holt, Rinehart, and Winston, Inc., 1972.

Zeeh, T. The Indian and the Ph.D., a run-down on a kind of education. Northian, 1969, 6, 18-21.